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ABSTRACT

The purpose of this evaluation of the Nashville Metropolitan Schools' foreign language program is to determine the strengths and weaknesses of the program and to obtain a model for expansion and improvement. A method of evaluation known as the "Program Evaluation and Review Technique (PERT)" was adapted and implemented by local staff and national leaders in language curriculum planning. Detailed explanation of the objectives of the project and the process used for planning the program evaluation includes charts illustrating: (1) the major work units of program evaluation, (2) subdivision of work units in a work breakdown structure, (3) tabular work breakdown structure for foreign language program evaluation, and (4) summary network for foreign language program evaluation. Sections on program characteristics, teacher self-evaluation instruments, opinionnaires, proficiency tests, in-system observations by outside consultants, a report of the visiting team, and a section containing the summary, conclusions, and recommendations are included. (RL)

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Evaluation* A PERSPECTIVE for CHANGE.....

FOREIGN LANGUAGE

METROPOLITAN NASHVILLE
PUBLIC SCHOOLS
1971

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FOREWORD

The purpose of this program evaluation was to determine the strengths and weaknesses of the Nashville Metropolitan Schools' Foreign Language Program and to obtain a model for expansion and improvement.

The following report and data are the result of an evaluation of the foreign language program of the Nashville Metropolitan Schools. Before a school system can reasonably predict that a change would be an improvement, it needs to know what it is doing now. We need to know where we have been and where we are in order to plan where we want to go.

INTRODUCTION

INTRODUCTION The position of Foreign Language Supervisor for the Metropolitan Public Schools was created in the school year 1969-1970.

No system-wide guidelines, goals, objectives, or curriculum guides existed; neither were there defined and articulated sequences of foreign language courses. Only the rumblings were still heard of former piece-meal offerings of foreign languages in the elementary schools (FLES). The junior high school began to dish up--"cafeteria style"--a variety of foreign language survey courses.

In 1965, committees of modern foreign language teachers selected audio-lingual texts for French and Spanish; yet, most of the teachers were not receptive to the newly adopted texts.

Current teaching practices and infrequent use of many language labs would indicate that most of the teaching staff preferred the grammar-translation approach to language teaching. To plan for improvement and expansion of the Nashville Metropolitan Foreign Language Program, a program evaluation to determine the status quo was necessary.

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THE PROCESS USED FOR PLANNING PROGRAM EVALUATION

Before an evaluation in any discipline is initiated, it is beneficial to study and seek answers to the following questions: (1) *Why* evaluate? (2) What *is* a program evaluation? (3) What *model* should be used for structuring an evaluation?

To put into perspective the model used for planning the Nashville Foreign Language Program Evaluation, questions one and two should be considered in terms of giving a *rationale for* and *definition of* program evaluation.

Jerome Brunner, in his book *Toward a Theory of Instruction*, says:

> Educational experiment, in the main, has been conducted and is being conducted in the dark, ... without feedback in visible form. The substitute for light (or visible feedback) is *evaluation* (the author's italics) after the job has been completed. ...It would seem more sensible to put evaluation into the picture *before and during* curriculum construction, as a form of intelligence operation to help the curriculum maker in his choice of material, in his approach, and in his manner of setting tasks for the learner.[1]

Evaluation, by its very nature, creates or illicits suspicion, anxiety, fear, distrust, and resistance, because it is viewed as a test of teacher effectiveness or ineffectiveness--of use of materials, teaching methods, etc.; but this is the least important aspect of it. The important thing one wishes to obtain is an intelligent approach on how to improve these things.[2] Thus the rationale for evaluating the foreign language program was one of an "intelligence operation" to effect improvement of the curriculum and instruction.

If the main goal is to change and improve the existing program, it is imperative to stop, think and ponder what this mysterious process, program evaluation, *is*. To quote Hatfield (*The Britannica Review of Foreign Language Education*, Vol. I):

> Program is a highly inclusive term referring to all aspects of the teaching-learning process involved in learning a second language in our educational system. The two components of an educational program are the curriculum and the instruc-

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[1]Brunner, Jerome S., *Toward a Theory of Instruction* (Cambridge, Massachusetts: The Belknap Press of Harvard University, 1966), p. 30.

[2]*Ibid.*, p. 165.

> tion. The curriculum is the content, or skills and verbalized knowledge, to be transmitted to the learner.[3]

The instruction refers to the process by which the tutor seeks to shape the growth of the learner by use of the curriculum. That is, the curriculum is the course of study through which teachers seek, by the instructional process, to change the behavior of the learner. The two components included in this definition of an instructional program are curriculum (content) and instruction (behavior changing).

The definition of evaluation is determined by the *what* of the appraisal. It is generally agreed, however, that evaluation means appraisal of something over against established criteria. To be more specific, an evaluation, in an educational setting, implies the collection, processing, analyzing, and interpretation of data pertaining to an educational program. In an evaluation, two major kinds of data are collected: (1) objective descriptions of goals and objectives, the learning environment, the educational setting, personnel--administrative and classroom, approaches, methods, and procedures, and their relationships to outcomes; and (2) subjective judgments as to the quality and appropriateness of the above.[4]

Briefly stated, a "program evaluation" may be defined as an appraisal of all aspects of the teaching-learning process involved in learning a second language.

Now having dealt with the first two questions, a rationale and definition of program evaluation, the remainder of this paper will be devoted to a description of the process used to plan and implement a program evaluation for the Nashville Metropolitan Schools. Most articles from those in Grittner's book, *Teaching Foreign Languages*,[5] to Hatfield's in *The Britannica Review of Foreign Language Education*, Volume I,[6] talk about *ways* of evaluating a foreign language program. Other articles describe an ideal program and facilities (Birkmaier), or list questions to be answered such as: "Does the teacher maintain a classroom attitude conducive to learning?" None of these articles address themselves to the process of organizing an evaluation. The question became: "What model is to be used for such a complicated task so that the planning process is done in a scientific systematic way?"

The following description presents for consideration the model used for structuring the Foreign Language Program Evaluation of the Nashville Metropolitan Public Schools. Program Evaluation and Review Technique (PERT) was used to structure this project. Program Evaluation and Review Technique is essentially

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[3]Hatfield, William N., "Foreign Language Program Evaluation," in *The Britannica Review of Foreign Language Education*, Vol. I (Birkmaier, Chicago: Encyclopedia Britannica, Inc., 1968), p. 375.

[4]*Ibid.*, p. 165.

[5]Grittner, Frank M., *Teaching Foreign Languages* (New York: Harper and Row, 1969), chapter 11.

[6] Hatfield, *op. cit.*, pp. 375-389.

a method which graphically portrays a plan for systematically carrying out a project. Perting involves putting down on chart and graph, in a step-by-step manner, all the activities one needs to do to accomplish the target. This graphic portrayal of a project shows the dependencies of the program's activities leading to the end objective and is called a network. (The network concept and theory were developed in an evolutionary manner over many years and were outgrowths of the concepts and techniques of Henry L. Gantt and Frederick N. Taylor which were introduced early in this century.)[7] The fundamental concept underlying PERT is that an ordered sequence of events to be accomplished must be created.[8] This technique for planning a project has various elements and features for ordering and relating events; the ones utilized are dependent upon the complexity of the project and the purposes for applying.[9]

There are many features of PERT: work breakdown structure, network development, activity time estimation, network time calculation, scheduling, probability aspects of PERT, procedures for replanning projects, use of data processing procedures, and PERT/cost elements.[10] This paper shall depict by word, chart, and graphic symbols, the features of PERT utilized to accomplish the task of evaluating the foreign language program in the Nashville Public Schools.

A work breakdown structure, a chart of this breakdown, and a network of activities were the elements of PERT utilized. The above three, which form the nucleus of this model, will be discussed below.

Work breakdown structure. Application of the PERT technique must begin by stating the objectives of the project to be planned. The work breakdown structure reflects a top-down approach to planning and should serve as an initial step in applying PERT. This process consists of subdividing a total project into small discreet, but manageable, units. This procedure of subdivision and classification continues until the desired level of detail is reached.[11] If objectives are properly defined and subdivided, they represent the direction of the flow of activities of the project.[12]

These major breakdowns of activities may take the form of objectives, design, research, and data collection. The next level is a subdivision of the previous level of work units. This process is continued until all components of each major division of work are identified. *Figure 1* shows the major work units in the

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[7]Deck, L. Linton, Jr., *PERT and Educational Administration*, unpublished doctoral dissertation, Harvard University, 1966, p. 2.

[8]*Ibid.* [9]*Ibid.* [10]*Ibid.*

[11]Cook, Desmond L., *Program Evaluation and Review Technique: Application in Education* (Washington, D. C.: U. S. Department of Health, Education and Welfare), Monograph No. 17, 1966, pp. 10 and 11.

[12]Deck, *loc. cit.*

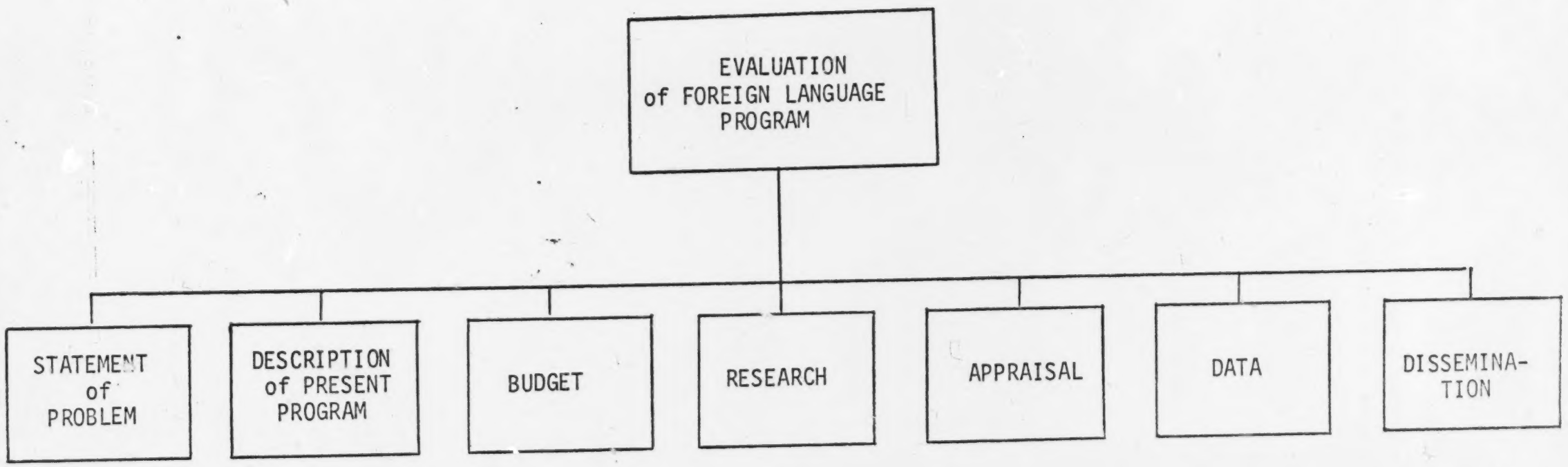

FIGURE 1. MAJOR WORK UNITS OF PROGRAM EVALUATION

task. The level of detail shown in the work breakdown structure would vary according to the complexity of the project.

Further subdivision of each unit is shown in *Figure II*, and the components of each unit are identified. A work breakdown structure may also be developed using the format shown in *Figure III*, which depicts the major units of work at Level I, the components of each unit at Level II, and the "work packages" at Level III.

Network. A network, as shown in *Figure IV*, is the foundation of the PERT system. It shows the plan established to reach project objectives, the activities that can go on simultaneously, the ones that are constrained by other activities having to proceed them (or interrelationship and interdependencies of project elements) and activities that rank as priorities.

A network is composed of events and activities. Events do not consume time; they represent the start or completion of an activity. Activities, which necessitate the use of personnel and resources over a period of time, are the tasks required to complete a project. These activities are represented in *Figure IV* on the bubbles. (For an alternative way, see activity on the arrow, Cook.)[13] Generally circles or bubbles are used to represent activities (or events) but other symbols such as squares or rectangles would work as well.[14]

Dependency and *constraint* are fundamental concepts of network construction, for a dependency or real constraint exists when one activity or event cannot take place until the events and activities preceding are completed.[15]

For example, Activity O on *Figure IV* cannot be completed until Activity C is finished. The budget first must be prepared before it is approved. Another case in point is Activity A^6, "Feedback from outside consultants on approach, evaluation design." This activity cannot proceed until Activity X is finished. The consultants cannot give feedback on the evaluation design until they receive the work of the Steering Committee of foreign language teachers whose activities are depicted from S - X on the network.

Inherent in the description of the process, illustrated by the above, are several key activities. Two committees were needed to implement this program evaluation: a committee of local foreign language teachers* to help structure the evaluation, and a committee of expert consultants to take an objective look at the program characteristics, the local environment of the school system, the clients, teachers, the administrative organization, and the personnel hiring practices.

Each committee was a link in the evaluation

*This committee was called the Steering Committee for the Program Evaluation.

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[13]Cook, *op. cit.*, pp. 11-14.

[14]*Ibid.* [15]*Ibid.*

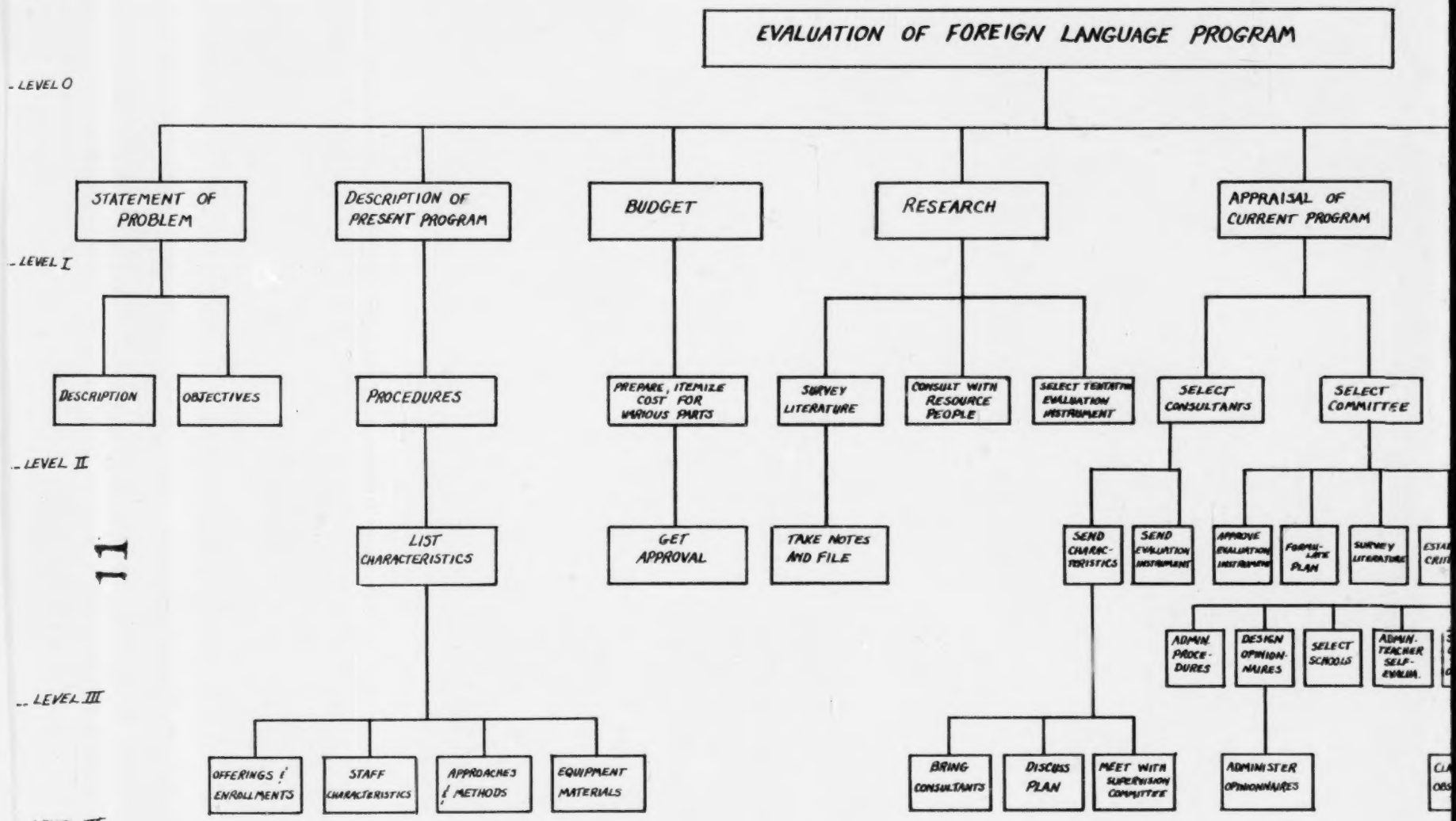


FIGURE 2. SUBDIVISION OF WORK UNITS IN A WORK BREAKDOWN STR

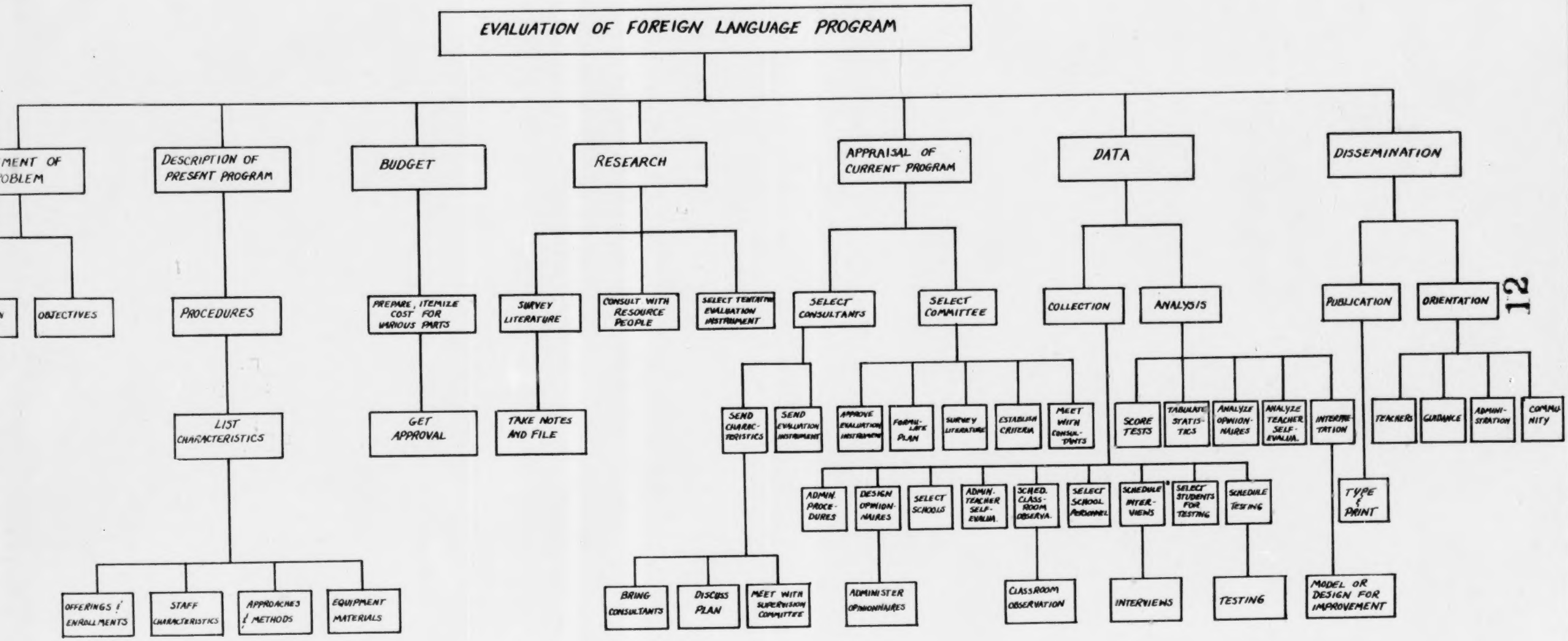


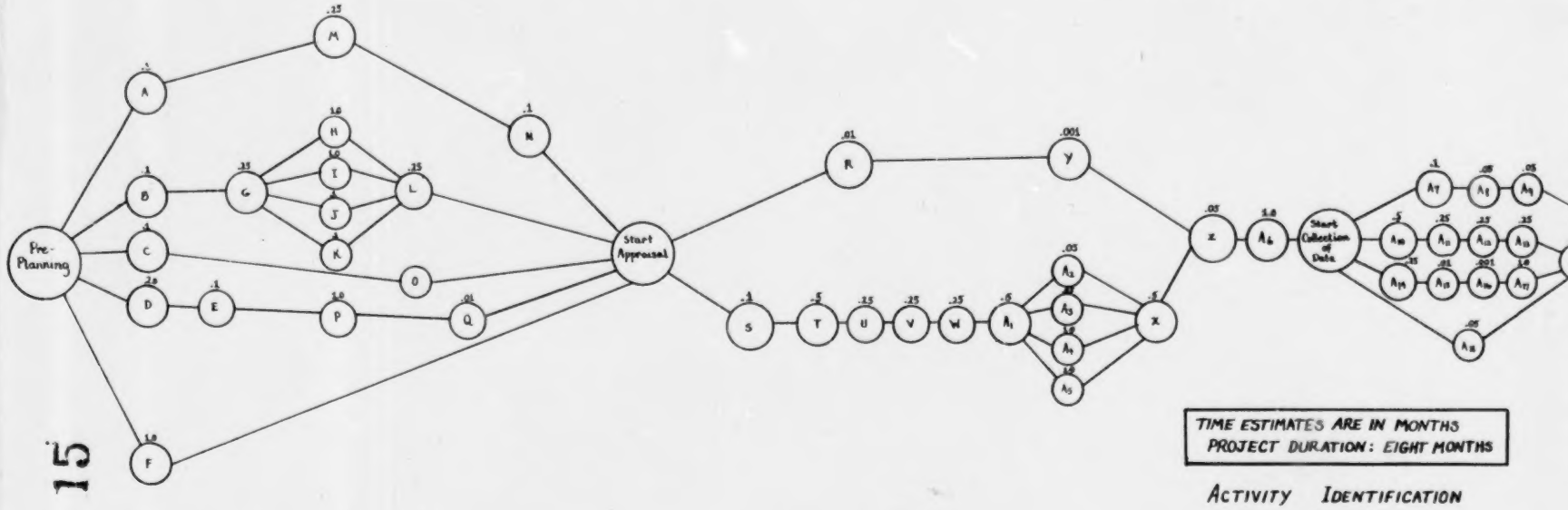
FIGURE 2. SUBDIVISION OF WORK UNITS IN A WORK BREAKDOWN STRUCTURE

EVALUATION OF FOREIGN LANGUAGE PROGRAM	Appraisal of current program	Select consultants.	Send characteristics. Send evaluation instruments and work of steering committee.	Bring consultants. Discuss plan. Meet with supervisor, committee of teachers, administrators and foreign language teachers.
		Select committee of foreign language teachers-"steering committee."	Read pertinent articles on foreign language evaluations. Establish approach for self study and involvement of the whole foreign language teaching staff, administration. Design evaluation instruments Formulate plan. Meet with consultants.	
	Data	Collection	Administrative procedures. Design opinionnaire Select schools for visitation. Administer teacher self-evaluation instrument. Schedule classroom observation. Schedule interviews. Select the students to test. Schedule test.	Administer questionnaires. Classroom observations. Interviews. Testing.
		Analysis	Score tests. Tabulate statistics. Analyze opinionnaires. Analyze teacher self evaluations. Interpretation.	Design model for Improvement (includes data analysis by supervisor, Director of Research, and Outside Consultants).
	Dissemination	Publication	Type Print	
		Orientation	Teachers Guidance Administration Board of Education	

FIGURE 3. TABULAR WORK BREAKDOWN STRUCTURE FOR FOREIGN LANGUAGE

0	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
EVALUATION OF FOREIGN LANGUAGE PROGRAM	Statement of Problem	Description Objectives		
	Description of present program	Procedures	List characteristics of present program.	List offerings and enrollments. List staff characteristics. List approaches and methods. List equipment and materials.
	Budget	Prepare budget. Itemize cost for consultants, testing, materials, supplies, publication of results.	Get budget approved.	
	Research	Survey literature on foreign language evaluations. Consult with resource persons. Select tentative evaluation instrument.	Take notes and file.	
	Appraisal of current program	Select consultants.	Send characteristics. Send evaluation instruments and work of steering committee.	Bring consultants. Discuss plan. Meet with supervisor, committee of teachers, administrators and foreign language teachers.
		Select committee of foreign language teachers-"steering committee."	Read pertinent articles on foreign language evaluations. Establish approach for self study and involvement of the whole foreign language teaching staff, administration. Design evaluation instruments Formulate plan. Meet with consultants.	
	Data	Collection	Administrative procedures. Design opinionnaire Select schools for visitation. Administer teacher self-evaluation instrument. Schedule classroom observation. Schedule interviews. Select the students to test. Schedule test.	Administer questionnaires. Classroom observations. Interviews. Testing.
		Analysis	Score tests. Tabulate statistics. Analyze opinionnaires. Analyze teacher self evaluations. Interpretation.	Design model for Improvement (includes data analysis by supervisor, Director of Research, and Outside Consultants).
	Dissemination	Publication	Type Print	

FIGURE 3. TABULAR WORK BREAKDOWN STRUCTURE FOR FOREIGN LANGUAGE PROGRAM EVALUATION



ACTIVITY IDENTIFICATION

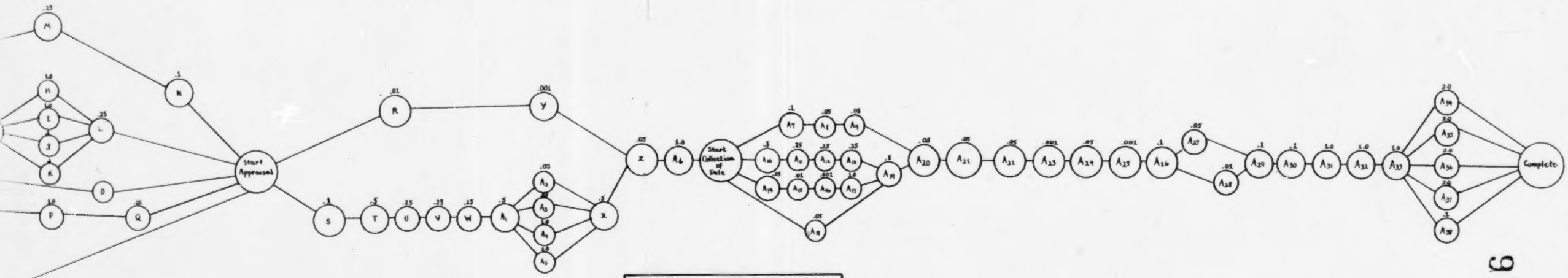
A - State problem
B - Describe present problem (general)
C - Prepare budget
D - Survey literature
E - Select tentative evaluation instrument
F - Consult with resource persons
G - Work out procedures for specific description of present program
H - List offerings and enrollments
I - List staff characteristics
J - List approaches and methods
K - List equipment and materials
L - Organize description
M - Describe the problem
N - State objectives
O - Get approval of budget
P - Take notes
Q - File
Dummy - Start appraisal

R - Select consultants
Y - Contact consultants
Z - Sent consultants characteristics of foreign language program
A_6 - Feedback from outside consultants on approach, evaluation design
S - Select committee
T - Read literature on evaluation
U - Formulate plan or approach
V - Establish criteria
W - Design evaluation instruments
A_1 - Work out procedures for collection and analysis of data
A_2 - Select proficiency tests to administer
A_3 - Draw up evaluator's schedule
A_4 - Design student opinionnaires
A_5 - Design personnel and community opinionnaires

X - Organize and write up work of committee
Dummy - Start collection of data
A_7 - Selection of schools to visit
A_8 - Schedule personnel and students for school observation and interviews
A_9 - Contact school principals, guidance counselors, and foreign language department chairmen
A_{10} - Select classes for testing
A_{11} - Test
A_{12} - Score
A_{13} - Convert into percentiles and stanines
A_{14} - Select foreign language and non-foreign language classes to take opinionnaires
A_{15} - Administer
A_{16} - Receive back
A_{17} - Analyze data and draw conclusions
A_{18} - Teachers fill out self-evaluation forms

FIGURE 4. SUMMARY NETWORK FOR FOREIGN LANGUAGE

EVALUATION OF THE FOREIGN LANGUAGE PROGRAM



ACTIVITY IDENTIFICATION

- R - Select consultants
- Y - Contact consultants
- Z - Sent consultants characteristics of foreign language program
- A^6 - Feedback from outside consultants on approach, evaluation design
- S - Select committee
- T - Read literature on evaluation
- U - Formulate plan or approach
- V - Establish criteria
- W - Design evaluation instruments
- A^1 - Work out procedures for collection and analysis of data
- A^2_3 - Select proficiency tests to administer
- A^4_5 - Draw up evaluator's schedule
- A^5 - Design student opinionnaires
- $A^$ - Design personnel and community opinionnaires

- X - Organize and write up work of committee
- Dummy - Start collection of data
- A^7 - Selection of schools to visit
- A^8 - Schedule personnel and students for school observation and interviews
- A^9 - Contact school principals, guidance counselors, and foreign language department chairmen
- A^{10} - Select classes for testing
- A^{11} - Test
- A^{12} - Score
- A^{13} - Convert into percentiles and stanines
- A^{14} - Select foreign language and non-foreign language classes to take opinionnaires
- A^{15} - Administer
- A^{16} - Receive back
- A^{17} - Analyze data and draw conclusions
- A^{18} - Teachers fill out self-evaluation forms

- A^{19} - Compilation of all data
- A^{20} - Bring outside consultants (evaluators)
- A^{21} - Review evaluative process with consultants
- A^{22} - Joint meeting of steering committee of foreign language teachers and consultants
- A^{23} - Consultants approve, improve plan and review with foreign language supervisor
- A^{24} - Evaluators meet with central office administrators
- A^{25} - Evaluators assimilate data (tests, opinionnaires analysis, teacher self-evaluation forms, and information on each school's foreign language program)
- A^{26} - General meeting of evaluators with foreign language teachers
- A^{27} - Evaluators visit foreign language departments of schools, students, school personnel

- A^{28} - Evaluators write up report of findings each day
- A^{29} - Evaluators interpret data and observations
- A^{30} - Evaluators draw up tentative Evaluation Report
- A^{31} - Design a model for improvement for the foreign language program
- A^{32} - Type Report
- A^{33} - Publish results
- A^{34} - Disseminate results to foreign language teachers
- A^{35} - Disseminate results to guidance counselors
- A^{36} - Disseminate results to community leaders
- A^{37} - Disseminate results to administration
- A^{38} - Disseminate results to Board of Education

FIGURE 4. SUMMARY NETWORK FOR FOREIGN LANGUAGE PROGRAM EVALUATION

process. But it should be stressed that neither was the main component of the evaluation. For the reader's information, an explanation of how each committee functioned in the process will be described.

Seven foreign language teachers selected by the foreign language supervisor participated in a two-week workshop (9:00 a.m. - 4:00 p.m. each day) during the summer preceding the evaluation. The teachers received two hours of professional growth credit for their work. This committee was composed of teachers who represented the four languages taught in the Nashville Metropolitan Public schools. Their main role was to assist the supervisor in implementing certain phases of this project and to assist in orienting the foreign language teaching staff to the *why* of the evaluation. Since "evaluation by its nature creates suspicion and distrust" involvement of the teaching staff is crucial to success of such an undertaking. As depicted in *Figure IV*, their activities included: Reading articles on foreign language program evaluations, Activity T; formulating a plan or approach, Activity U; establishing criteria, Activity V; designing evaluation instruments, Activity W; and the designing of data collection approaches, instruments, and selection of tests to administer, Activities A^1 - A^5.

The second committee was composed of experts in the field of foreign language education. Their function, as experts and scholars, was to give a diagnostic analysis of the strengths and weaknesses of the program and prescribe improvement procedures. Before he arrived, each consultant was provided with the work of the Steering Committee of Foreign Language Teachers, which included objectives for the evaluation, the specific objectives for the evaluators, the philosophy of the foreign language teaching staff, program and staff characteristics, evaluation instruments, samples of the questionnaires which were to be administered, and descriptive statistical data on the total school system.

Sending all this data to the evaluators in advance and requesting their comments and suggestions serves a twofold purpose: It helps the evaluators clarify their roles, and it gives them an opportunity to help the local system make modifications that may improve any phase of the evaluation process. To further insure that the expert consultants and the Steering Committee are together on their purposes, it is also important that the total evaluative process be reviewed as a first order of business when they arrive to begin their in-system observations.

EXPLANATION

Multi-Data Collection Approach

In any program evaluation, as instruction and curriculum are analyzed in the teaching-learning process a decision must be made concerning the ways or methods to be utilized in collecting the data for interpretation and feedback.

A multi-data collection approach to procure information and feedback was chosen.

I. PROGRAM CHARACTERISTICS

One way of analyzing a foreign language program is to look at the program and staff chacteristics. The Steering Committee of Foreign Language Teachers worked with the supervisor to describe the present program and staff.

The major findings are outlined here.

· A modified audio-lingual approach is used in Spanish, German, and French.

· Audio-lingual texts were adopted for French and Spanish in 1965; a traditional text was adopted for German.

· Latin uses a modified traditional approach.

· Only 29% of foreign language teaching staff has a masters degree or above.

· Of the teaching staff, 35% has studied in the country whose language they teach.

· Of the teaching staff, 34% has been to a foreign country in the last five years.

· Of the foreign language teaching staff, 46% has not traveled, lived, or studied in the country whose language they teach.

· Of the foreign language staff, 17% has attended an NDEA language institute.

· In 1970-71, 6300 students were enrolled in foreign language study. This number composed only 13% of the enrollment in junior and senior high schools.

· Of the students enrolled in foreign languages, 53% study Spanish; 29%, French; 14%, Latin; and 4%, German.

· Of the students who begin Spanish and French, 3% continue through the third or fourth levels.

· Attrition rates in German and Latin are lower: German, 12%; Latin, 10%.

DESCRIPTION OF PRESENT FOREIGN LANGUAGE PROGRAM

Methods and Approaches. In Spanish and French classes the approach is modified audio-lingual with additional attention given to grammar. Instruction in grammar is usually conducted in English. Supplementary reading material is necessary.

In German classes the modified audio-lingual approach is also used, the techniques being adapted by the teachers to the traditional texts and materials.

The Latin classes reflect a modified traditional approach. Instructions and rudiments of conversation are conducted in the target program.

Textbooks. In the first and second years, the French and Spanish departments currently use McGraw-Hill's first edition of *Learning French the Modern Way* and *Learning Spanish the Modern Way*. Both texts are proponents of a strict audio-lingual approach. The format of these texts is one of the few with co-ordinated visuals and drills. These texts also provide a four-year sequence. The Teaching Guide is more than adequate in setting forth model lesson plans and guiding the beginning teacher through instructional procedures.

The McGraw-Hill texts, however, *could be improved* in the following ways:

- Listing new vocabulary at the end of each dialogue
- Including more high frequency words
- Expanding definitions to include several translations
- Including reading selections in the target language on the culture and history of the people speaking the language
- Omitting student translations of dialogues
- Including pictures of the country and its life and customs
- Introducing more tenses in the first year
- Not repeating the same filmstrip for both French and Spanish
- Setting the filmstrip in the country of the target language rather than in the United States
- Allowing the clothing worn by students in the filmstrip to change as the days change in the dialogues

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Mc-Graw-Hill textbooks used on the third- and fourth-year levels are *Galeria Hispanica (III)*, *Tesoro Hispanico (IV)*, *La France: Une Tapisserie (III)*, and *La France Ses Grandes Heures Litteraires (IV)*. They rectify to a large degree the deficiencies of the first two levels.

The German texts are *First Course in German* and *Second Course in German*, both second editions, from D. C. Heath. These texts include an all-encompassing grammatical program; however, the format could be strengthened. It is not geared to the audio-lingual approach. Tenses are introduced too late in the year to be mastered thoroughly. The text emphasizes low-frequency vocabulary. There is no integration of materials. The second-year tapes are of questionable value.

The Latin textbook for first year is *Living with the Romans* (Lyons and Carnahan); for second year, *Rome: A World Power* (Lyons and Carnahan); for third year, *Using Latin III* (Scott Foresman Company; for fourth year, *Vergil and Ovid* (American Book Company). The strengths of the first two levels are

- sufficient drill work;
- pictures and illustrations of excellent quality and text-coordinated;
- wealth of cultural material; and
- selections from Latin literature other than Caesar in the second-year text.

There are weaknesses in the texts, however:

- too lengthy translations of low-interest level;
- too much material to be mastered in a one-year course;
- vocabulary too numerous and not well organized; and
- supplementary cultural offerings required.

In *Using Latin III*, these strengths are apparent:

- a well-chosen variety of genre of Cicero and Ovid with co-ordinated cultural essays related to the Latin selections; and
- development of vocabulary competence through Latin derivatives.

However, these weaknesses exist:

- lack of visual appeal in the cover and

illustrations; and

- neither chronological nor diverse in the approach to Latin literature.

The main strength of Charles Knapp's *Vergil and Ovid* lies in his scholarly format, but it lacks a visible vocabulary to facilitate translation.

Staff Characteristics.

Number of teachers: 82

No. Responding: 80

What They Teach: (1) FRENCH - 32 (15 majors; 17 minors)

	Survey	2
Levels:	French I	31
	French II	19
	French III	8
	French IV	6
	French V	3

(2) SPANISH - 40 (25 majors; 15 minors)

	Survey	2
Levels:	Spanish I	33
	Spanish II	26
	Spanish III	12
	Spanish IV	8
	Spanish V	1

(3) German - 5 (3 majors; 2 minors)

	Survey	1
Levels:	German I	5
	German II	4
	German III	1

(4) Latin - 16 (8 majors; 8 minors)

	Survey	1
Levels:	Latin I	14
	Latin II	12
	Latin III, IV	11

14

Number of Teachers Certified: YES - 80 NO - 0

Academic Background:

B.A.	57
B.A.+	1
M.A.	18
M.A.T.	2
Ph.D.	2

Travel/Study Abroad: Teachers who have traveled, lived, and/or studied in the country whose language they teach

Total		44
(1) Visited in the country		29
Before 1965	15	
1965-1970	28	
Two months or more	5	
(2) Studied in the country		29
Before 1965	6	
1965-1970	15	
Two months or more	12	
(3) Lived in the country		5
Before 1965	3	
1965-1970	3	
Two months or more	7	

Favorite country
1st Mexico
2nd France

46% of the Foreign Language teaching staff have not traveled, lived, or studied in the country whose language they teach.

NDEA Language Institutes: Teaching staff attending NDEA Institute 17%

Offerings and Enrollments.

Enrolled in Spanish		53%
Spanish I	2254	
Spanish II	1161	
Spanish III	190	
Spanish IV	51	
Spanish V	14	
		15
Enrolled in German		4%
German I	135	
German II	62	
German III	17	
Enrolled in Latin		14%
Latin	373	
Latin II	62	

Latin III	55	
Latin IV	37	
Enrolled in French		29%
French I	955	
French II	520	
French III	141	
French IV	37	
Enrolled in Exploratory Courses		
Spanish (Grade 7)	101	
Spanish (Grade 8)	160	
Latin	49	
German	25	

Offerings: Number of schools offering each level of each language

French I	27
French II	19
French III	11
French IV	7
French V	4
French-Spanish Exploratory	4
Spanish I	30
Spanish II	23
Spanish III	12
Spanish IV	9
Spanish V	2
German I	5
German II	4
German III	2
Latin I	15
Latin II	10
Latin III	6
Latin IV	3

Number of schools which offer each language and which language(s) offered (L=Latin; F=French; S=Spanish; G=German)

Schools	Offerings	Language
4	4	L, F, S, G
13	3	L, F, S
1	3	F, S, G
10	2	F, S
2	1	L
1	1	F
4	1	S

16

Number of schools offering each language

Latin	19
French	29

Spanish 32
German 5

Schools and Language(s) Taught

Antioch	3	L	F	S	
Apollo Jr.					
Bellevue	2		F	S	
Cameron	2		F	S	
Central	1			S	
Cohn	2		F	S	
Cumberland	2		F	S	
Dupont Sr.	3	L	F	S	
Donelson	3	L	F	S	
Dupont Jr.	2		F	S	
East Sr.	3	L	F	S	
Ewing Park Jr.	1			S	
Glencliff	3	L	F	S	
Goodlettsville	3	L	F	S	
Hillsboro	4	L	F	S	G
Hillwood	3	L	F	S	
Joelton	1	L			
Litton Jr.	2		F	S	
Litton Sr.	3		F	S	G
Madison	4	L	F	S	G
Maplewood	1			S	
McMurray Jr.	3	L	F	S	
Meigs Jr.	1		F		
Moore Jr.	3	L	F	S	
Neely's Bend	3	L	F	S	
North	2		F	S	
Overton	4	L	F	S	G
Pearl	2		F	S	
Rose Park Jr.	2		F	S	
Stratford	3	L	F	S	
Two Rivers	4	L	F	S	G
Washington Jr.	1			S	
West End Jr.	3	L	F	S	
Wharton Jr.	2		F	S	
Wright Jr.	3	L	F	S	
		18	29	32	5

II. TEACHER SELF-EVALUATION INSTRUMENTS

Method. The committee of foreign language teachers devised an evaluation instrument for foreign language teachers to "self-evaluate" themselves. These forms were similar to the self-evaluation forms for foreign language teachers in the 1970 *Evaluative Criteria*.

Shortly before the team of evaluators visited the school system, each foreign language teacher was asked to fill out one of these. These were made available to the evaluators for perusal. Thus, the self-evaluations by the foreign language teaching staff enabled the evaluators and supervisor to see how the teachers viewed themselves and the program. Below is the instrument used.

FOREIGN LANGUAGE EVALUATION INSTRUMENT

FOR

METROPOLITAN PUBLIC SCHOOLS

NASHVILLE, TENNESSEE

1970 - 1971

Name of School_____

Name of Teacher_____

Foreign Languages Taught and Level_____

_____

_____

Other Subjects Taught_____

_____

_____

_____

Name _____

School _____

Foreign Languages Taught and Level _____

_____

Language Credits (Check appropriate blanks):

	Semester Hours			
	0-11	12-23	24-48	Over 48
Spanish	____	____	____	____
French	____	____	____	____
German	____	____	____	____
Latin	____	____	____	____
English	____	____	____	____

Other Subjects Taught _____

_____

Area of Certification _____

Academic Background (Degrees)

B.A. _____ M.A. _____ Ph. D. _____

B.A.+ _____ M.A. + 15 _____

B.S. _____ M.A. + 30 _____

B.S.+ _____

Please give the following information on travel, study, and study, and residence in countries of language(s) taught:

Item	Country	Period of Time
Travel		
Study		
Residence		

Have you attended an NDEA Institute? Yes_____ No_____

Evaluation Instrument

Below is the evaluation instrument devised by the Evaluation Steering Committee to be used to evaluate the Nashville Metropolitan Schools' Foreign Language Program.

The following scale will be used:

A...Completely true
B...Mostly true
C...Somewhat true
D...Somewhat untrue
E...Mostly untrue

Please circle appropriate letter.

PROGRAM OBJECTIVES

1. The goal for all students in foreign language study is "to contribute to the student's intellectual, social, aesthetic and emotional growth so he will have more options in his environment." A B C D E

2. The goal of the modern foreign language program is competence in hearing, speaking, reading, and writing with stress on cultural enrichment. A B C D E

3. The goals of the Latin program are facilitating reading with understanding, broadening the command and understanding of English syntax and vocabulary, and enriching the cultural experience through mythology and history. A B C D E

PROGRAM ORGANIZATION

1. There is a coordinator in each foreign language department who is responsible for the effective working of the department. A B C D E

2. Each foreign language department holds monthly meetings arranged by the coordinator of that department. A B C D E

3. The school offers as many foreign languages as the enrollment and the interest justify. A B C D E

4. A full sequence of one foreign language is encouraged before other languages are offered. A B C D E

5. There is a reasonable proportion of the total school enrollment involved in foreign language study. A B C D E

20

6. The program is organized to attract the average student, as well as the academically inclined. A B C D E

7. The schedule is organized to encourage the student to continue his foreign language study. A B C D E

8. An Advanced Placement course is offered to outstanding pupils who have had a minimum of four full years of prior instruction in that language or the equivalent thereof. A B C D E

9. Effort is made to group students according to their ability. A B C D E

10. The seventh and eighth grade offerings are on a *daily* basis. A B C D E

11. Instruction in the seventh and eighth grades is adapted to the age levels. A B C D E

12. The election of foreign language courses is based on interest, as well as other factors. A B C D E

13. Each teacher's schedule provides time and opportunities for planning and for student conferences. A B C D E

14. Teacher aides perform non-instructional duties in the laboratory and in the classroom. A B C D E

SECONDARY CURRICULUM OFFERINGS

Language	# Pupils Enrolled (Level and Section)	# Class Periods Per Week	# Weeks Per Year

21

COMMENTS:

INSTRUCTIONAL STAFF

Members of the foreign language staff:

1. Understand foreign language conversation of normal tempo, lectures, and news broadcasts. A B C D E

2. Speak the foreign language fluently with authentic pronunciation, intonation, and rhythm. A B C D E

3. Read with immediate comprehension (without translating) prose and verse of average difficulty and mature content. A B C D E

4. Write (compose) freely in the foreign language, with clarity and correctness in vocabulary, idiom, and syntax. A B C D E

5. Understand the structure of both English and the foreign language and how they differ, and use this knowledge in curriculum planning. A B C D E

6. Have an understanding of similarities and differences between our culture and the foreign culture. A B C D E

7. Have studied in a country where the language is or once was commonly used. A B C D E

8. Have traveled in a country where the language is or once was commonly used. A B C D E

9. Have had preparation in modern methods of teaching foreign language. A B C D E

10. Maintain acquaintance with recent developments in teaching foreign language through professional reading. A B C D E

11. Are continuing inservice education or are participating in activities designed to improve their foreign language teaching. A B C D E

12. Participate in professional associations. A B C D E

13. Are familiar with resource guides. A B C D E

14. Are aware of the services provided by foreign language consultants in the state department of education and in colleges and universities. A B C D E

15. Are able to assist the librarian in the selection of appropriate foreign language materials. A B C D E

22

16. Help foreign exchange teachers and students to adjust to the school and encourage them to act as resource persons in the foreign language program. A B C D E

17. Demonstrate ability to use visual and electronic teaching aids. A B C D E

18. Exhibit an understanding of and concern for the needs of the students. A B C D E

19. Know how to use aptitude tests for diagnosing student strengths and weaknesses in the learning of a foreign language. A B C D E

INSTRUCTIONAL ACTIVITIES, MATERIALS, AND METHODS

1. There is a curriculum guide which undergoes frequent revision. A B C D E

2. The teacher is aware of established objectives for teaching the foreign language. A B C D E

3. The student is informed of the course objectives and methods. A B C D E

4. Adequate planning and preparation are evident. A B C D E

5. There is a reasonable pupil-teacher ratio. A B C D E

6. Classroom activities reflect a knowledge of students' individual differences, interests, and needs. A B C D E

7. Varied drill and exercise techniques are employed. A B C D E

8. Audio-visual aids are an integral part of course materials. A B C D E

9. Vocabulary is studied in context rather than in isolated lists. A B C D E

10. Reading, writing, speaking, and listening are all given proper attention. A B C D E

11. More emphasis is given to professional oral expression of the target language than to formal study of grammar. A B C D E

12. Correlation with other disciplines is apparent. A B C D E

13. Correspondence between students and their peers in foreign countries is encouraged. A B C D E

14. Language clubs, assemblies, films, and system-wide activities (e.g., fairs, inter-high councils, etc.) are available. A B C D E

15. Opportunities for foreign study and travel are provided. A B C D E

16. Classroom instruction and conversation in the target language are utilized as much as possible. A B C D E

17. Library resources are used in the program. A B C D E

18. Adequate counseling is available to students proficient in language study on the possiblilities of continuing high school study, college study, and vocational opportunities. A B C D E

19. Teaching materials are well integrated and articulated. A B C D E

20. The following materials are available (check availability):

    a. Tapes, texts, teacher's guides, audio-visual aids A B C D E

    b. Supplementary reading materials, including books, newspapers, and periodicals. A B C D E

    c. Dictionaries, encyclopedias, reference grammars. A B C D E

    d. Wall maps, travel posters, and realia appropriate to language taught. A B C D E

    e. Transparencies, filmstrips, films, slides, pictures. A B C D E

    f. Travel books in English. A B C D E

PHYSICAL FACILITIES

1. Language laboratory facilities are provided. A B C D E

2. Language laboratory and classroom facilities are adjacently or closely located. A B C D E

3. Laboratory maintenance is obtainable. A B C D E

4. Foreign language classrooms are provided with adequate chalkboard space. A B C D E

5. There is sufficient bulletin board space. A B C D E

24

6. There is ample storage space for the department. A B C D E

7. Filing equipment is provided. A B C D E

8. Shelves and tables are provided for instructional materials and displays. A B C D E

SUMMARY

1. What are the outstanding features of the foreign language program?

2. What areas of this program are in most need of improvement?

3. What steps have been taken, if any, to alleviate any of these weaknesses?

4. What further steps could be recommended to insure a foreign language program that is both comprehensive and sound?

III. OPINIONNAIRES

Development of Questionnaires. The Steering Committee of foreign language teachers drew up multiple questions which they felt, if answered, would yield beneficial information about student, community, teacher, guidance counselor, and administrative attitude toward foreign language study. The Director of Research and the supervisor put these into a format which would give meaningful information.

Sample. The first questionnaire (opinionnaire) was constructed to be administered to students now studying a foreign language and a comparable group of students who had never studied a foreign language. (See Appendix A for this questionnaire and the letters sent to teachers concerning the administering of these instruments.) A random sample of 550 foreign language students were chosen to take this opinionnaire, and an attempt was made to get a comparable population (600) of non-foreign language students by a similar method. Five hundred and forty-two of the foreign language students responded, but only 250 of the non-foreign language students responded.*

The second questionnaire was a thirty-one item instrument constructed to be administered to all secondary school principals and assistant principals (84), all foreign language teachers (82), all guidance counselors (94), certain central office personnel (22), and all PTA presidents (134). The number responding for each group respectively is on the chart below. (See Appendix B for this questionnaire and the cover letter sent to the respondents for this data.)

TITLE	# Administered to	# Responding	%
Central Office Administration	22	9	4
Secondary Principals	84	58	70
Guidance Counselors	94	66	70
Foreign Language Teachers	82	68	83
Community Leaders	134	57	40

*This was due to the difficulty in finding a comparable group of students in English and social studies' classes who were not studying a foreign language.

Major Findings: APGTC

- Administrators, counselors, principals, foreign language teachers, and community leaders ranked the languages in this order of importance: Spanish, French, German, Latin.
- It was felt by the groups above that Chinese should be considered but not Swahili.
- Foreign language teachers rated every language higher than the other groups, and community leaders rated every language lower.
- The community ranks Latin as more important than German. (The other groups did not.)
- All groups felt that the elementary school was the best place to begin foreign language study.
- Foreign language teachers feel that minimum enrollments for beginning and upper level foreign language courses should be 15 and 10 respectively.
- All groups felt that foreign languages are an important part of the curriculum.
- Administrators and teachers do not feel that foreign language facilities are utilized to the maximum.
- Administrators view the foreign language program in a more favorable light than do foreign language teachers.
- Foreign language teachers feel more than any other group that a lengthy sequence is necessary to success in language study.
- Administrators feel that Inservice Programs are more practical than do the foreign language teachers.
- Foreign language teachers do not feel they have ample time for planning.
- Foreign language teachers do not feel that guidance procedures for enrolling students nor communication with guidance counselors is as adequate as do the counselors and administrators.
- The local community does not exhibit a strong interest in the foreign language program.

Major Findings: Student Opinionnaires

- Most students view college requirements as the main reason for studying a foreign language.
- Most students agreed that the guidance department had not been an influence.
- Friends seem to influence a student's choice of a particular language more than any other influence.
- Schedule conflict was listed by students as being the number one reason for not studying a foreign language.
- Most students who have studied a foreign language rank their enjoyment as "somewhat enjoyable" and as having had only moderate success.
- Of those students studying a foreign language, 27% had visited a foreign country.
- Students responded that only slight cultural value had been obtained from their foreign language study.
- Students who had studied a foreign language were much more favorable toward foreign language study than those who had not.
- There was a strong positive relationship between enjoyment, success or interest, and the possibility that a student would indicate plans for future study of a foreign language. *See Tables 1, 2, and 3.*
- Those students who had participated in language clubs, visited foreign countries, or studied a foreign language in foreign country, ranked cultural values higher. *See Tables 4, 5, and 6.*
- Students whose parents and relatives influenced their taking a foreign language enjoyed their foreign language study less.
- Even though college requirements were the main reason for foreign language study, the enjoyment was less than when it was not an influence. *See Tables 7 and 8.*

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Data Analysis. Following is a statistical analysis of the APGTC and Student Opinionnaires. See Appendices A and B for copies of these.

FOREIGN LANGUAGE QUESTIONNAIRE

1. Principals, Administrators, Counselors, Teachers and Community Leaders

For all analyses the Principals' and Administrators' responses were pooled. They will be referred to as Group A.

Results: The analysis of this questionnaire is divided into three sections. The first section, Items 1-8, asks the respondent how he feels about a certain language being offered in the public school curriculum. The second section consists of three questions which deal with minimum enrollment and educational level at which a language should be offered. The final section consists of twenty items which ask for an evaluation over many areas of the foreign language program.

A. Foreign Language Curriculum. For each of seven languages--French, Spanish, German, Latin, Russian, Chinese, and Swahili--the respondent was asked to indicate one of five answers which best indicated their feelings about that language being offered in the public schools. Responses were then scored by assigning a value of 5 to the response indicating the strongest feeling that the language should be offered (*Definitely should be offered*), and by assigning a value of *1* to the response indicating least agreement (*Definitely should not be offered*).

This assignment made it possible to compute a score for each language language by averaging the over-all responses in a given group. The languages could then be compared with respect to the relative and absolute support each received from the previous groups.

It was found that there was remarkably close agreement between the four groups on both the absolute and relative value of each language. All groups indicated that Spanish and French definitely should be offered in public schools. There was also strong consensus that German and Latin should be offered, Latin strongly considered, and Chinese also given consideration. All groups generally felt that Swahili should not be given much consideration.

Foreign language teachers rated every language higher than any other group and the community leaders rated every language lower than the other groups. However, the rank ordering of the languages was the same for every group except for the community leaders whose feelings rated Latin over German very slightly. The mean score of each language for all groups is presented here, along with the range over the four groups.

Maximum = 5.0 Minimum = 1.0

LANGUAGE	MEAN SCORE	RANGE OVER GROUPS
1) Spanish	4.761	.46
2) French	4.654	.54
3) German	4.433	.60
4) Latin	4.177	.69
5) Russian	3.569	.54
6) Chinese	2.771	.34
7) Swahili	2.498	.42

B. Section Two.

a) At what level do you think foreign language study should begin?

Foreign language teachers felt that foreign languages should be offered at a slightly lower level than that considered to be the ideal level by other groups.

Group A placed the level slightly higher than the other groups. However, all differences were negligible. The mean response of all groups indicated that the preferred level was in elementary school. A χ^2 statistic, to test the differences between groups in their feelings about the ideal level, demonstrated no significant differences between the four groups ($\chi^2_9 = 11.739$, $p>.05$).

b) What should be the minimum enrollment for a first level foreign language class in order to maintain the school's foreign language program?

The mean response to this question over all groups was that the minumum enrollment should be approximately 25 students. However, there was some disagreement between groups. The teachers and counselors most often responded that the minimum enrollment should be around 15 students while principals and administrators usually indicated that it should be 25. Community leaders' responses were almost equally divided between these two responses. The ideal minimum enrollment based on the mean response for each group is listed below:

30

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
28.11	21.67	24.54	23.30

The differences in responses between the four groups were statistically significant when tested by the χ^2 statistic (χ^2_{12} = 27.432, $p < .01$).

c) What should be the minimum enrollment for an advanced class of foreign language?

There was more disagreement concerning this question about the minimum enrollment for advanced classes than for the question concerning minimum enrollment in first level classes. Community leaders felt this level should be higher than other groups, while once again, the teachers set the level the lowest. The ideal minimum enrollment level based on the mean for each group was as follows:

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
14.21	13.61	10.65	15.96

The differences of opinions among groups were statistically highly significant (χ^2_{12} = 66.35, $p < .001$).

C. Evaluation of the Foreign Language Program.

All of the answers to the twenty statements reported below were scored by assigning a value of *5.0* to a response of "Strongly Agree" and a score of *1.0* to a response of "Strongly Disagree," with intermediate integer scores assigned to the three intermediate responses. Thus the mean scores to be reported below also have a possible range from 1.0 to 5.0.

The questions, when analyzed, could be divided approximately in half. On nine of the statements there was generally unanimous agreement between all four groups. On the other eleven statements there was substantial disagreement. The mean score for each group will be reported only when there was disagreement between the groups.

a) Agreement between groups.

Listed below are the nine statements, the responses to which showed close agreement between groups. After each question is listed the over-all mean response for all groups. In every case, the Chi-Squared statistic demonstrated that no statistically significant differences existed between the responses of the four groups ($p > .05$).

If the mean is above 4.5, this indicates very strong agreement with the statement. A mean between 3.5 and 4.5 indicates agreement; between 2.5 and 3.5, a partial agreement; between 1.5 and 2.5, disagreement; less than 1.5, very strong disagreement.

i) Foreign languages is a very important part of the

school curriculum. *4.68*

ii) Our foreign language program has made rapid strides over the past five years. *3.13*

iii) The foreign language teaching staff have excellent preparation for teaching in their field. *3.13*

iv) Innovative practices are used very effectively. *3.17*

v) Special attention is always given to individual student differences by foreign language teachers. *2.73*

vi) Facilities for foreign language instruction are excellent. *2.71*

vii) Foreign language facilities are utilized to the maximum. *2.84 (only Group A and teachers compared)*

viii) Students who are successful in a foreign language at the junior high school level should never be grouped with beginning foreign language students in high school. *3.69*

ix) An elementary foreign language program should begin on a pilot basis. *3.89*

b) Disagreement between groups.

For each of the eleven statements below, the response of the four groups differed. That is, there were statistically significant differences between the pattern of responses between the four groups when tested with the Chi-Square statistic ($p < .05$). For each statement, the mean of each group is listed along with the value and probability level of χ^2 for that statement. The interpretation of scores is the same as presented in Part a) of this analysis.

i) The present foreign language program very adequately meets the needs of the students in our school system.

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
3.02	2.80	2.87	2.23

$\chi^2_6 = 27.63$; $p < .001$

ii) The foreign language program in our school system is of excellent quality.

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
3.29	3.13	2.96	2.33

x^2_6 = 44.54; p< .001

iii) A lengthy sequence (6 years) in a given foreign language is tantamount to success.

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
2.65	2.69	3.30	2.77

x^2_6 = 17.45; p< .01

iv) It is educationally very sound to combine two levels of a foreign language into one class.

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
2.32	2.05	1.84	2.47

x^2_6 = 20.02; p< .005

v) Foreign language inservice workshops are very practical. *(Only Group A and Teachers compared)*

GROUP A	TEACHERS
3.71	3.15

x^2_2 = 14.58; p< .001

vi) Foreign language teachers are given ample time for planning and preparation for instruction. *(Only Group A and Teachers compared)*

GROUP A	TEACHERS
3.70	2.76

x^2_2 = 19.02; p< .001

vii) Supplementary materials (such as films, tapes, etc.) are all coordinated with the foreign language textbooks. *(Only Group A and Teachers compared)*

GROUP A	TEACHERS
3.32	2.90

x^2_2 = 10.76; p< .001

viii) Guidance procedures for enrolling students in foreign language courses are excellent.

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
3.02	3.11	2.21	2.39

$\chi^2_6 = 39.99$; $p < .001$

ix) There is excellent communication between the guidance departments and the foreign language teaching staff. (*Community leaders not included in comparisons*)

GROUP A	COUNSELORS	TEACHERS
3.77	3.69	3.15

$\chi^2_4 = 32.94$; $p < ,001$

x) Administrative support for the foreign language program is excellent. (*Community leaders not included in comparisons*)

GROUP A	COUNSELORS	TEACHERS
3.77	3.69	3.15

$\chi^2_4 = 15.43$; $p < .01$

xi) The local community is very interested in the foreign language program.

GROUP A	COUNSELORS	TEACHERS	COMMUNITY LEADERS
3.29	3.05	2.71	2.80

2. Student Questionnaire

The analysis of the student questionnaire is divided into five sections. The first section deals with a student's reason for having decided to study a foreign language. The second section explores his reasons for taking a particular language course. The third part asks about a student's reason for *not* studying a foreign language. The fourth part of the analysis examines the responses of current foreign language students (LS) and those students not now taking a foreign language (NLS) on a variety of issues relative to foreign language study. The last section explores the relationship between a number of pairs of variables, *e.g.*, the relationship between the enjoyability of taking foreign language and the cultural values the student feels he received.

A. Only the responses of those currently taking a foreign language course were used in this part of the analysis. The responses to each of the eight suggested influences (friends, parents and relatives, guidance department, college requirements, vocational interests, other) were scored such that each influence could be rated with a mean score falling between 0.0 (definitely no influence) to 4.0 (definite influence) to each influence. It will be noted that only college requirements were seen by many to have been a reason for studying foreign language, while most agreed that the guidance department had not been an influence.

Influences	Mean Rating (0-4)
i) Friends	0.841
ii) Parents and Relatives	0.994
iii) Guidance Department	0.454
iv) College Requirements	2.097
v) Vocational Interest	0.760
vi) Other	1.670

B. Reason for choice of particular language:

An identical analysis was carried out to explore the influences on students to study a particular language. In general, it must be stated that no substantial influences could be identified. The influence of friends seemed to the strongest of those influences specified.

Influences	Mean Rating (0-4)
i) Friends	1.047
ii) Parents and Relatives	0.875
iii) Guidance Department	0.373
iv) College Requirements	0.723
v) Vocational Interest	0.703
vi) Other	1.671

C. Reason for not studying foreign language:

Influences	Mean Rating (0-4)
i) Friends	0.610
ii) Parents and Relatives	0.335
iii) Guidance Department	0.386
iv) Fear of Failure	1.236
v) Schedule Conflict	2.169
vi) Other	2.834

Of course, only non-foreign language students were included in this analysis.

D. This section covers a number of topics of individual interest to the investigators. There were fifteen questions included in the student questionnaire which were not discussed in the above three sections. These dealt with a student's feelings about aspects of foreign language study, as well as surveying student experiences with foreign language. Reported below are the mean responses to each of those questions, as well as comparison between foreign language students (LS) and non-foreign language students (NLS), when applicable. 35

a. Have you studied a foreign language in school?

Of course, all LS had studied a foreign language. But, what must be kept in mind is that slightly more than one third (.36) of NLS indicated that they had taken a foreign language at some time

in school.

b. What is your attitude toward a foreign language study?

The mean response by both LS and NLS groups indicated a slightly favorable attitude. LS were slightly more favorable than NLS. This difference was not statistically significant. However, there is strong evidence that this is due to the large number of students in the NLS group who had evidently taken a foreign language previously (See Section E, Part {a}).

On a scale ranging from 1.0 (very unfavorable) to 5.0 (very favorable), the mean response of each group was LS: 3.627 and NLS: 3.329.

c. Was your experience enjoyable?

Only LS responses were analyzed. Students generally indicated that their experience was somewhat enjoyable. On a scale from 1.0 to 4.0, LS had a mean score of 2.95.

d. Has your foreign language experience been successful?

Again, only LS responses were considered. Most considered their experience to have been moderately successful. The mean LS score was 2.45 (scale: 1.0 - 4.0).

e. Please rate your interest in the foreign language subject matter.

The LS group indicated that the subject matter was moderately interesting. On a scale from 2.0 (of average interest) to 4.0 (very interesting), LS had a mean of 2.77.

f. Have you ever had the opportunity to join a foreign language club?

As would be expected, many more LS had this opportunity than did NLS. Of the LS, sixty percent indicated that they had the opportunity to join a foreign language club as compared with 38% of the NLS group. This difference was statistically significant ($\chi^2_1 = 6.23$, $p < .001$).

g. Have you ever been to a foreign country?

Twenty-seven percent of LS had been to a foreign country as compared to 17% of the NLS. This difference was also significant ($\chi^2_1 = 6.23$, $p < .02$).

h. Have you ever studied a foreign language in a foreign

country?

Very few of either LS (6%) or NLS (4%) had studied foreign language in a foreign country. There was no significant difference between groups.

i. Do you feel that your foreign language experience will contribute to your future vocation?

Forty-four percent of LS responded "yes" to this question and 37% responded "no." Nineteen percent of the LS did not respond. In the NLS group, 18% responded "yes" and 31% responded "no," and the remainder of students did not respond. This difference was statistically significant: ($\chi_1^2 = 12.74$, $p < .001$).

j. Please rate the cultural values you received from the study of a foreign language.

LS responses only are considered. On a scale from 0.0 (no cultural values) to 4.0 (high cultural values). The mean score was 1.99, indicating "Some cultural value."

k. How difficult were the foreign language textbooks and other materials?

Responses to this question were scored on a scale from 0.0 (not very difficult) to 6.0 (very difficult) for LS only. Their mean score was 2.10, indicating a moderate response of "okay."

l and m. If you did not enjoy your foreign language study experience, may this be attributed to (a) monotony of class routine? (b) your own lack of motivation?

Both of these questions were scored for LS only on a scale from 0.0 (no definitely) to 4.0 (yes definitely). Students attributed their lack of motivation only slightly to either of these scores. The mean score for each was as follows:

Source	Score (0-4)
Monotony	1.79
Lack of Motivation	1.22

n. If you have not chosen to study a foreign language, do you regret this decision?

The majority of both the NLS and LS groups who responded to this question, responded "no." However, a larger percentage of the NLS group gave this response (.75) than did the LS group (.64). This

difference was statistically significant ($\chi^2_1 = 6.43$, $p < .02$).

o. Do your plans for the future include the study of a foreign language?

In responding to this question, there was marked significant difference between the NLS and LS groups. Most LS (.55) responded "yes" while most NLS (.63) responded "no." ($\chi^2_1 = 6.43$, $p < .02$).

E. This section of the analysis examines the relationship between a number of variables which were reported separately in Section D. With the exception of Part {a}, only responses of the LS group and those in the NLS group who responded that they had taken a foreign language in school were utilized.

a) In this analysis, a comparison was made between the attitude toward foreign language of those who had taken a foreign language and the attitude of those who had not. The analysis demonstrated that students who had taken a foreign language were much more favorable toward that subject than those who had not taken a foreign language. The large majority of the former indicated that they were either "very favorable" or "favorable" toward foreign language while among the latter, the most frequent response was "just okay."

This difference was highly significant. ($\chi^2_1 = 21.68$. $p < .0001$.

b) A series of three comparisons were made to determine the possible effects of a student's enjoyment, success and interest in the study of a foreign language on his plans for future study of a foreign language. As could be expected, there was a strong positive relationship between enjoyment, success or interest and the possibility that a student would indicate plans for future study of a foreign language. (See Tables 1, 2, and 3)

enjoyment - future study ($\chi^2_3 = 34.92$, $p < 10^{-5}$)

success - future study ($\chi^2_3 = 36.29$, $p < 10^{-5}$)

interest - future study ($\chi^2_2 = 42.72$, $p < 10^{-6}$)

c) Another series of three comparisons were made to study the effects of opportunity to join a foreign language club, having been to a foreign country, and having studied a foreign language in a foreign country upon the rated degree of cultural values received. Once again all of these relationships were strongly positive. (See Tables 4, 5, and 6)

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language club - cultural values ($\chi^2_2 = 13.34$, $p < .002$)

foreign country - cultural values ($\chi^2_2 = 10.63$, $p<.006$)

foreign language
in foreign country-cultural values ($\chi^2_2 = 65.60$, $p<10^{-7}$)

d) One comparison that seemed of interest was the extent to which students who had taken a foreign language because of vocational interests felt that it did, in fact, contribute to their vocation, as compared with students who took a foreign language for other reasons. The analyses demonstrated, once again, a strong positive relationship. The greater the influence of vocational interests, the more likely the student was to report that he felt foreign languages contributed to his future vocation. ($\chi^2_1 = 29.85$, $p< 10^{-5}$)

e) Other relationships, perhaps of some interest, which were found were that enjoyment of foreign languages is strongly positively related to rated success in foreign language study ($\chi^2_9 = 246.15$, $p< 10^{-7}$) and that rated success is strongly negatively related to the rated difficulty of the course materials ($\chi^2_9 = 66.37$, $p<10^{-7}$).

f) The final relationships which were explored were those between a student's reason for taking a foreign language course and his enjoyment of foreign language study. Both of these relationships were moderate and negative. It was shown that students for whom parents and relatives were a definite influence in taking a foreign language had less enjoyable experiences than others ($\chi^2_6 = 12.95$, $p< .05$), and that when college requirements were an influence, enjoyment was again less than when they were not an influence ($\chi^2_3 = 10.05$, $p< .02$). (See Tables 7 and 8)

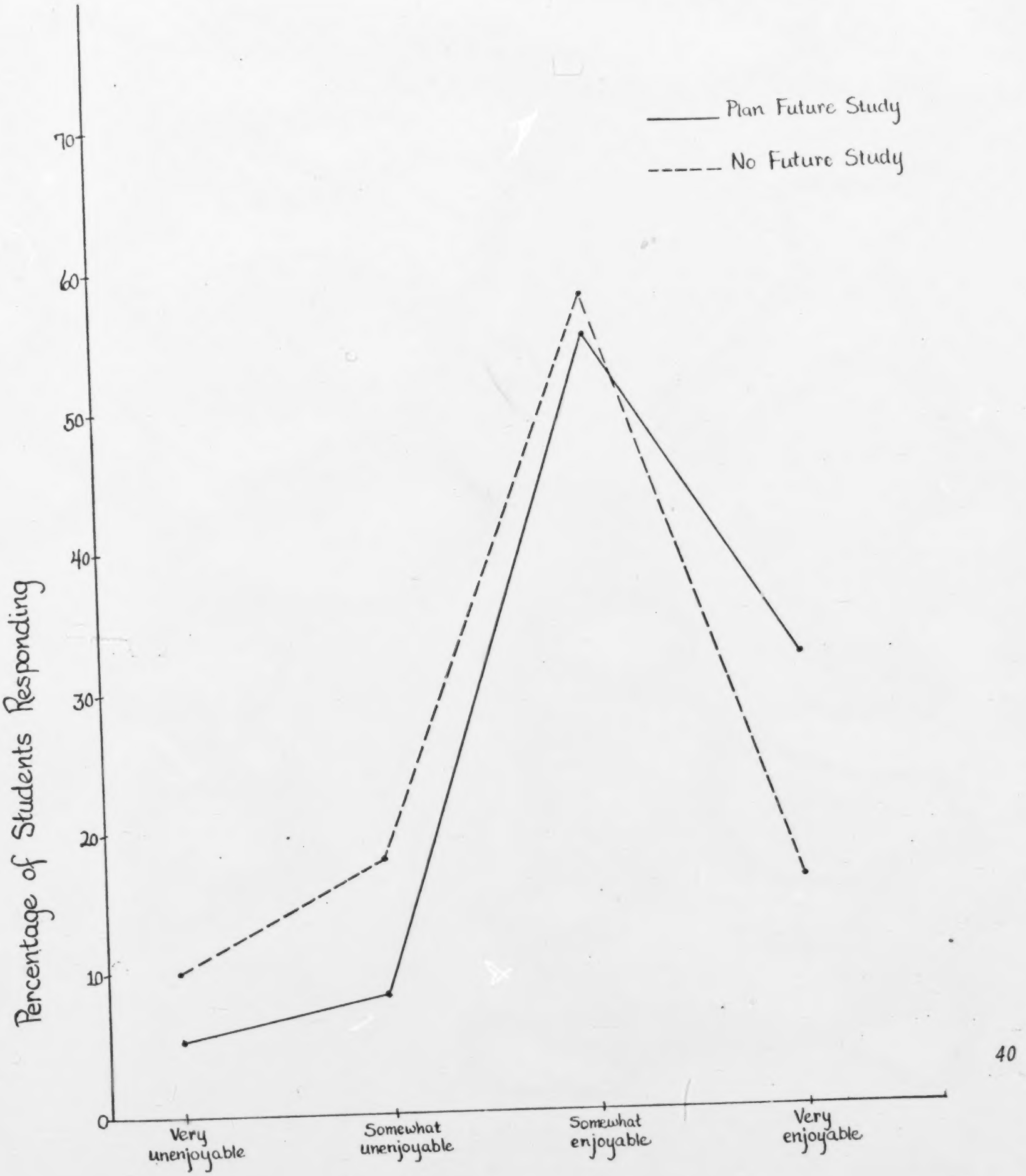

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TABLE 1. ENJOYMENT - FUTURE STUDY

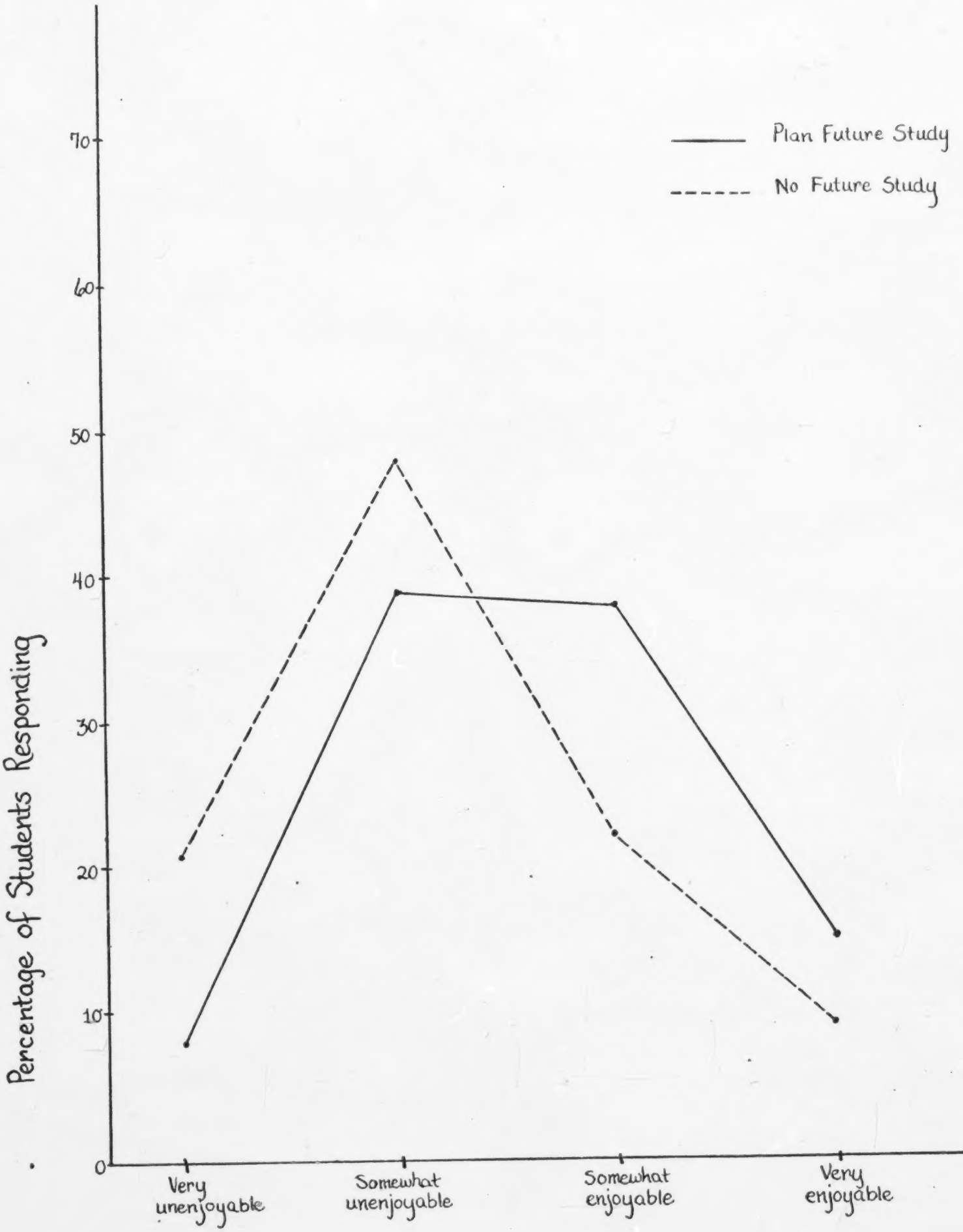

TABLE 2. SUCCESS ~ FUTURE STUDY

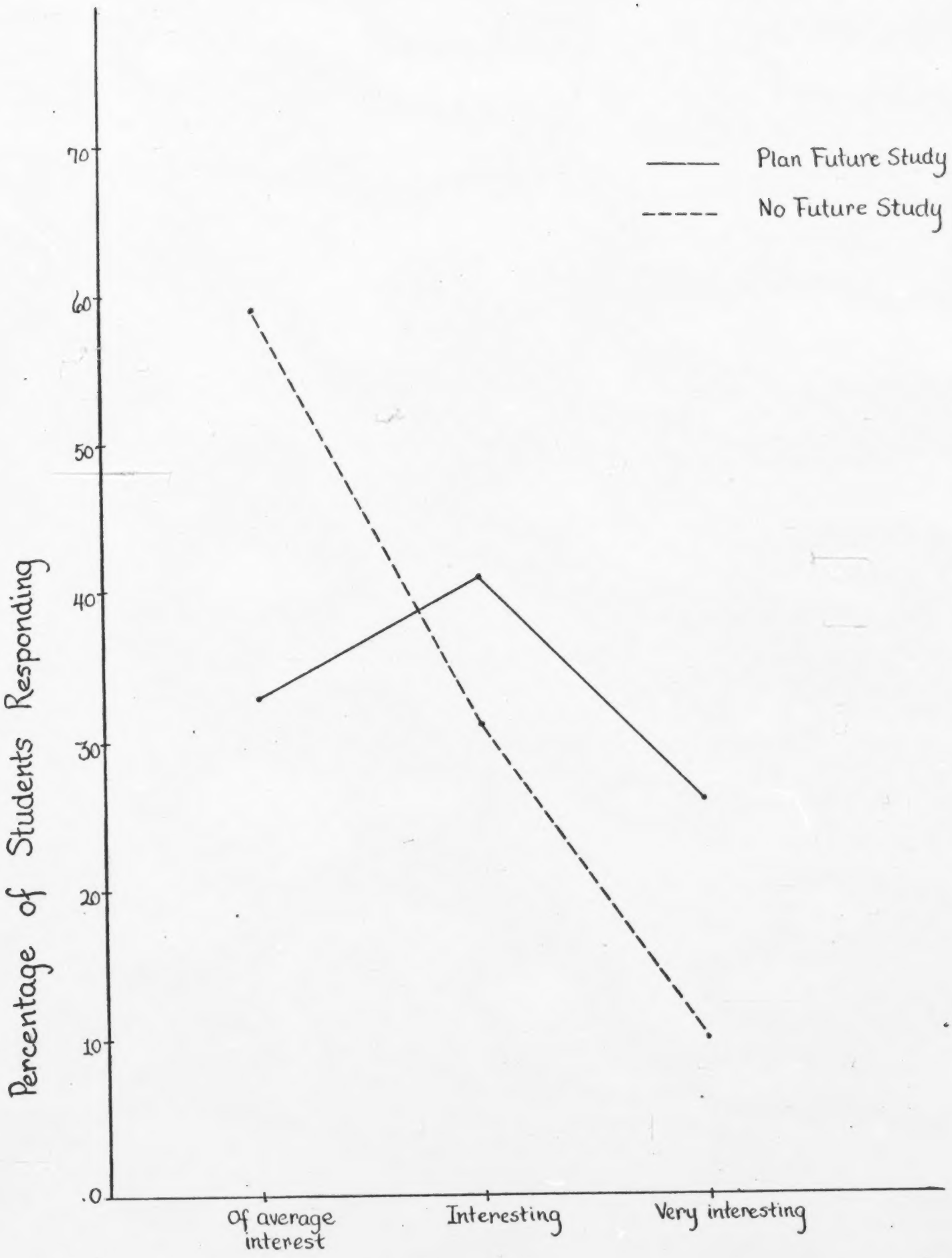

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TABLE 3. INTEREST ~ FUTURE STUDY

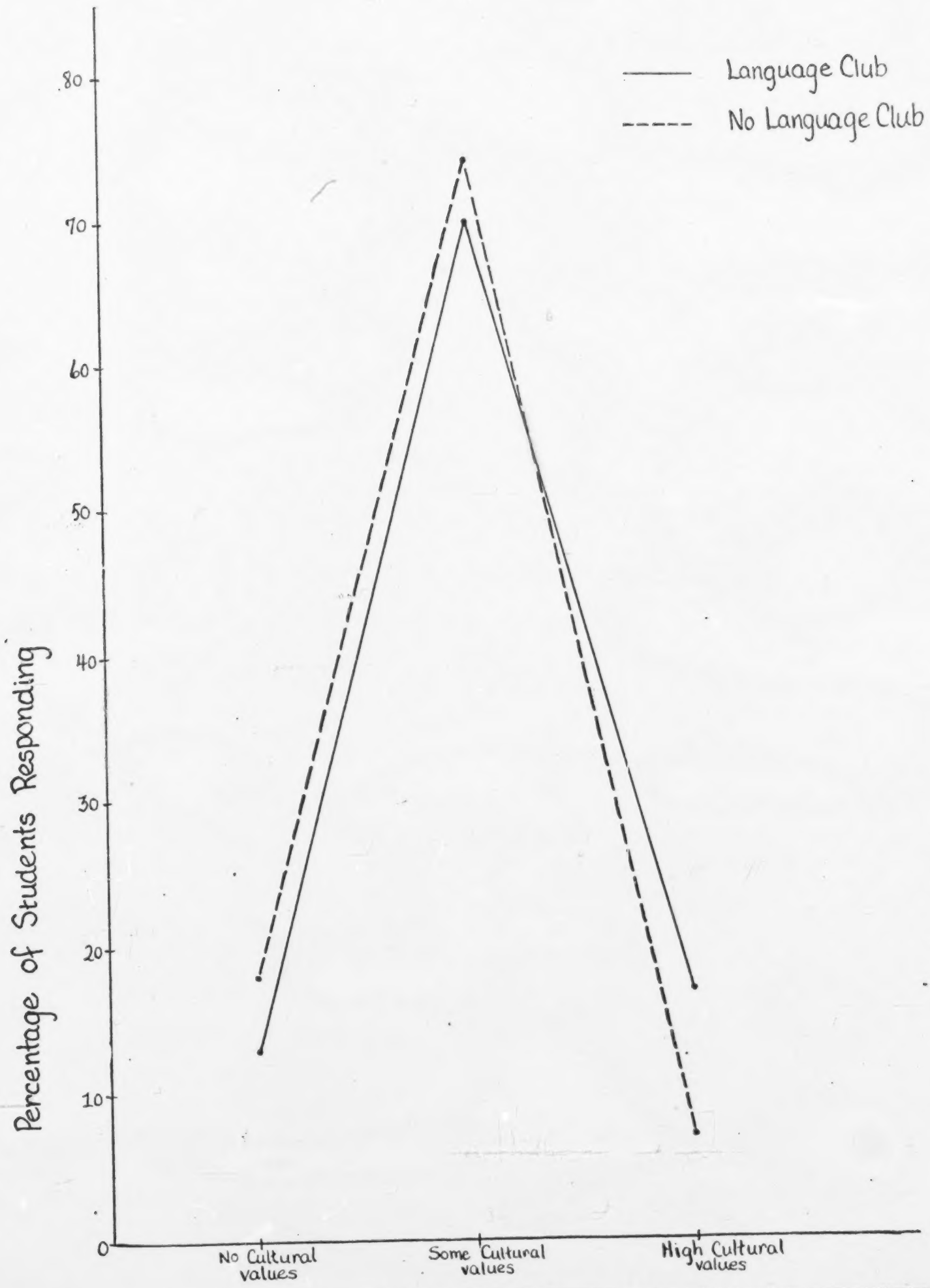

TABLE 4. LANGUAGE CLUB - CULTURAL VALUES

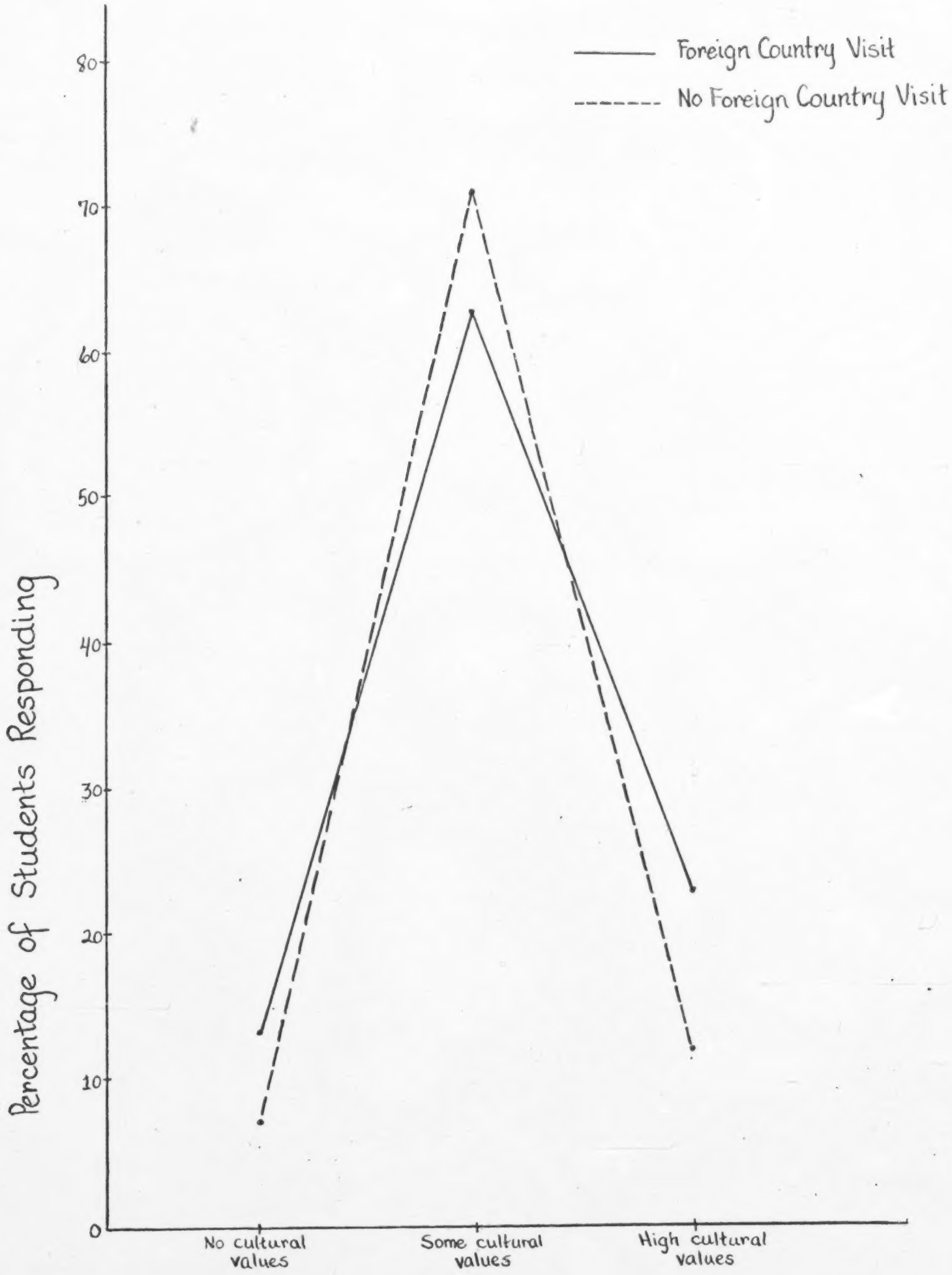

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TABLE 5. FOREIGN COUNTRY VISIT - CULTURAL VALUES

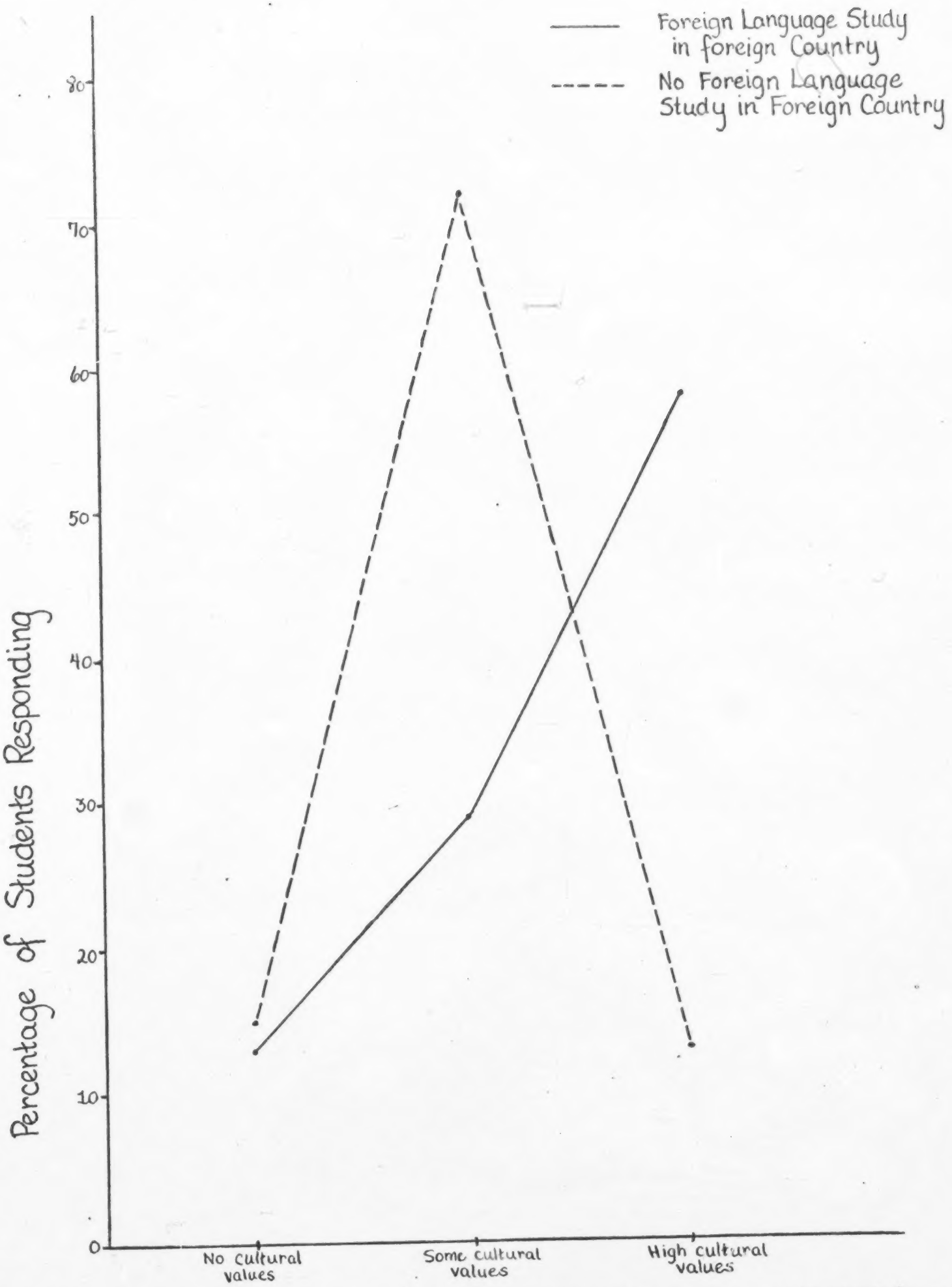

TABLE 6. FOREIGN LANGUAGE STUDY IN FOREIGN COUNTRY - CULTURAL VALUES

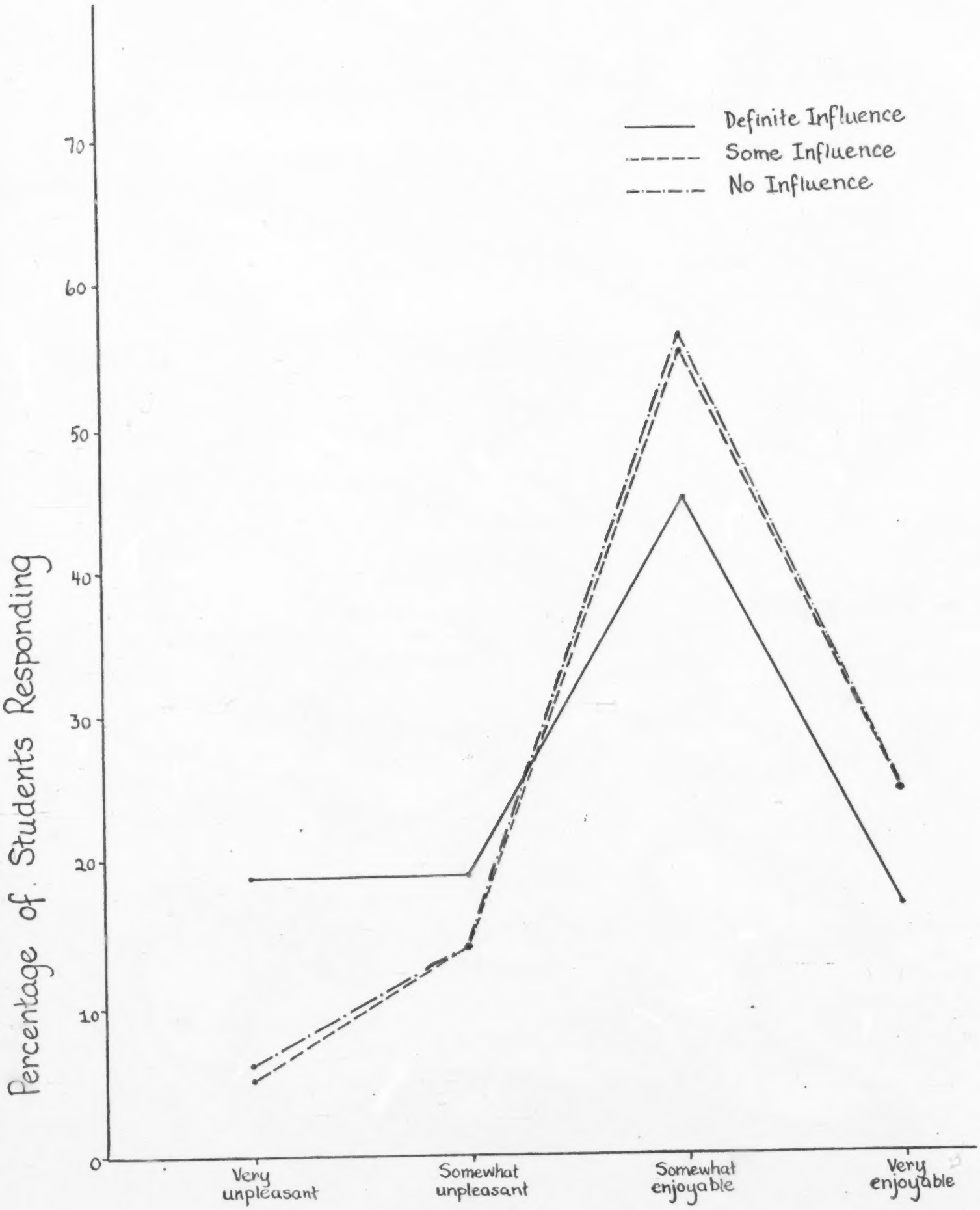

TABLE 7. INFLUENCE OF PARENTS AND RELATIVES

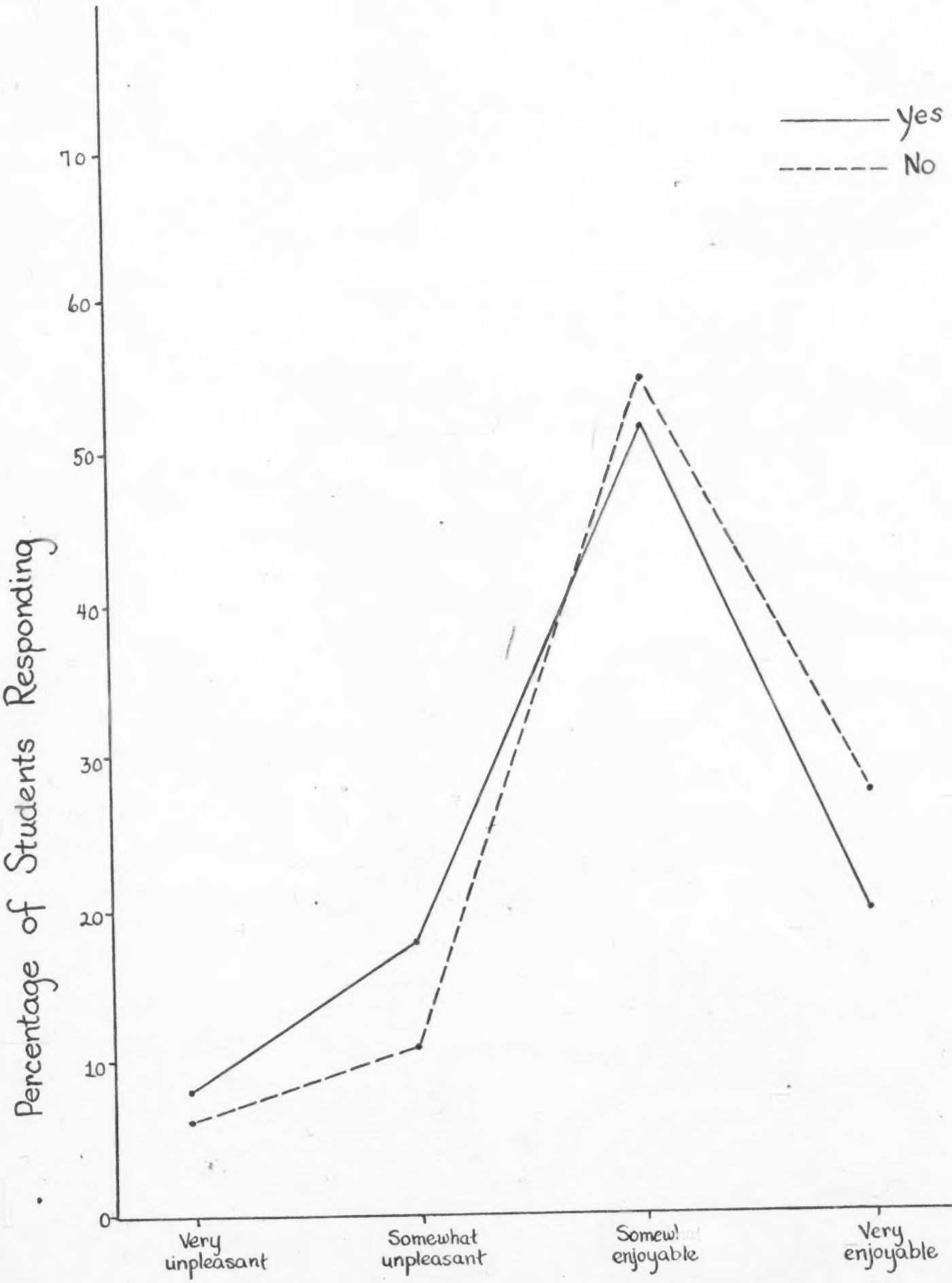

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TABLE 8. TAKEN BECAUSE OF COLLEGE REQUIREMENTS

IV. PROFICIENCY TESTS

The Pimsleur Proficiency Tests.* The Pimsleur Proficiency Tests for French and Spanish were administered to a random sample of ninety French I and fifty-seven French II students, and to a random sample of 176 Spanish I and eighty-nine Spanish II students. Since so few students study German, all students were tested. In Level I of German, 146 students took the test; in Level II, forty-five.

Because of budgetary restrictions, the speaking phase of the test was not administered.

Description of the Tests. *"The emphasis in recent years on learning a second language for communication purposes has brought about extensive changes in foreign language methodology and, as a result, an increased awareness of the need for frequent reappraisal of the language curriculum. The Pimsleur Proficiency Tests in French, Spanish, and German have been designed, in light of this need, to provide objective materials by means of which classroom teachers, guidance counselors, and administrators may evaluate the outcomes of planned instructional experiences in the field of foreign languages.*

"The content of the Pimsleur Tests was selected to include a representative sample of material commensurate with the aims of first- and second-level language courses. Four separately available tests at each level and for each language measure proficiency in the four communication skills---listening, speaking, reading, and writing. The first-level tests are designated Form A, and the second-level tests, Form C."

The results of the tests accompany the text of this chapter of the evaluation report. (See Spanish - Level I, French - Level I, and German - Level I)

Interpreting the Test Results (Percentile Ranks and Stanines Defined). *"PERCENTILE RANKS indicate the order of each raw score in relation to the raw scores earned by all students in a specific reference group. They thus offer a convenient and accurate method of ascertaining the relative quality of a given score. For example, according to the standardization norms presented in this Manual, a raw score of 21 on the first-level Listening Comprehension Test converts to a percentile rank of 54. This means that 54% of the students in the reference group received scores equal to or less than 21.*

"STANINES are normalized standard scores

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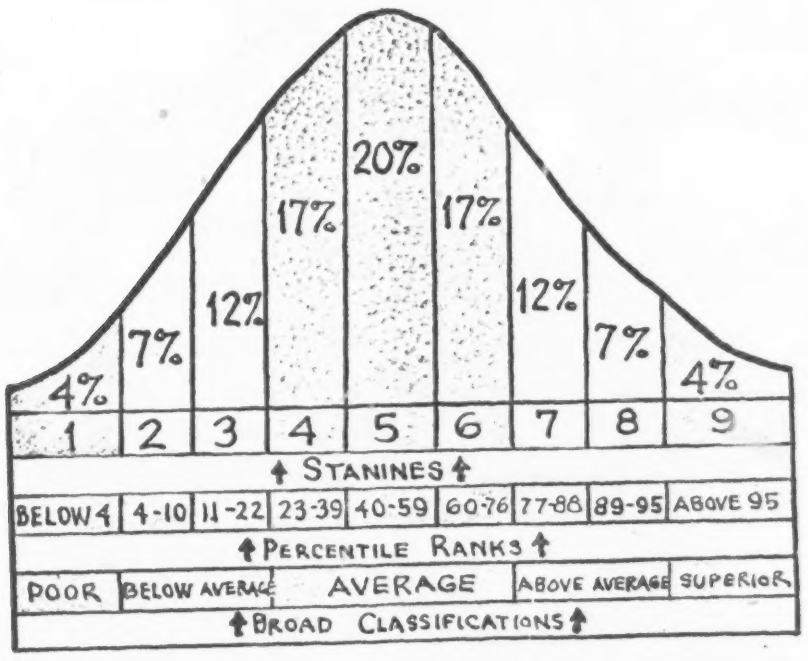
*Pimsleur, Paul, *Pimsleur French Proficiency Tests* (New York: Harcourt, Brace, & World, Inc.), Manual for Forms A and C.

expressed as a simple nine-point scale in which each of the nine bands encompasses the range of one half a standard deviation of raw score. In this scale, the lowest level of achievement for the reference group is represented by stanine 1, and the highest, by stanine 9. In terms of broad classifications, stanines 1, 2, and 3 denote below-average performance; stanines 4, 5, and 6 cover the range of average performance; and stanines 7, 8, and 9 denote above-average to superior performance.

"A particularly useful feature of stanines is that, unlike percentile ranks, they are equally spaced steps or units that almost automatically indicate a student's standing in comparison with other students in the normative population. That is, stanine 8 is as much better than stanine 6 as stanine 5 is better than stanine 3. This unique feature makes it easy to compare scores earned by students and to interpret differences in these scores. When comparing stanines on the separate tests for an individual student, differences should be considered significant only if they represent two or more stanine levels.

"In the figure below, the relationship of stanines to percentile ranks is illustrated for a normally distributed population; the percent of scores within each step of the scale is also shown."



A NORMAL DISTRIBUTION SHOWING STANINES, PERCENTILE RANKS, AND PROFICIENCY CLASSIFICATIONS

Implications for Evaluating the Local Language Program. "Analysis of the Pimsleur Test results will help to point up, for administrative purposes, the merits or deficiencies of the local foreign language program (French, Spanish, German) as a whole, and may thus suggest areas in which curriculum changes should be considered. When the test findings are examined for this purpose,

the specific aims of the local program, especially with regard to the balance in emphasis among the language skills, should be taken into account. For example, a school or school system with an audio-lingually oriented curriculum might expect its students to perform especially well on the Listening and Speaking tests, and perhaps less well on the Reading and Writing tests because of a calculated lack of emphasis on the latter two skills during the first year of language study. The reverse might occur in a school that used a more traditional approach to foreign language teaching."

SPANISH

Level I

School	LISTENING N	LISTENING Percentile	LISTENING Stanine	READING N	READING Percentile	READING Stanine	WRITING N	WRITING Percentile	WRITING Stanine
A	20	11	3	21	29	4	19	4	2
B	27	11	3	28	44	5	25	12	3
C	28	11	3	28	44	5	26	21	3
D	25	17	3	25	51	5	24	45	5
E	26	7	2	26	21	3	26	12	3
F	22	7	2	24	29	4	29	8	2
G	28	2	1	28	29	4	29	21	3
Totals	176	7	2	180	37	4	171	16	3

Level II

A	24	15	3	24	19	3	23	22	3
B	23	11	3	23	23	4	23	14	3
C	21	15	3	21	47	5	25	27	4
D	21	3	1	22	14	3	25	27	4
Totals	89	11	3	90	23	4	92	32	4

FRENCH

Level I

School	LISTENING N	LISTENING Percentile	LISTENING Stanine	READING N	READING Percentile	READING Stanine	WRITING N	WRITING Percentile	WRITING Stanine
A	13	4	2	13	25	4	15	4	2
B	15	40	5	15	63	6	15	46	5
C*	30	89	8	28	82	7	28	77	7
D	32	26	4	32	25	4	32	6	2
Totals**	60	33	4	60	37	4	62	17	3

Level II

A	14	45	5	12	59	5	15	42	5
B	20	66	6	18	22	3	19	13	2
C	23	21	5	24	22	3	23	22	3
Totals	57	45	5	54	31	4	57	28	4

* School C's scores were invalidated.

** Totals for Level I French were adjusted due to the invalidation of School C's scores.

GERMAN

Level I

School	LISTENING N	LISTENING Percentile	LISTENING Stanine	READING N	READING Percentile	READING Stanine	WRITING N	WRITING Percentile	WRITING Stanine
A	22	33	4	22	37	4	20	56	5
B	13	19	3	13	49	5	13	70	6
C	37	10	2	36	19	3	35	27	4
D	13	14	3	13	25	4	12	32	4
E	22	85	7	28	75	6	24	86	7
Totals	107	33	4	112	43	5	104	54	5

Level II

A	9	51	5	9	55	5	8	37	4
B	11	2	1	11	15	3	11	9	2
C	15	23	4	13	37	4	16	39	4
D	10	87	7	11	91	8	11	88	7
Totals	45	39	4	44	55	5	46	47	5

V. IN-SYSTEM OBSERVATIONS BY OUTSIDE CONSULTANTS

Consultation Procedures. Three outstanding experts in the field of foreign language education were chosen to do in-system observations. Each received before he arrived, the objectives for the evaluation, specific objectives for the evaluators, his schedule, the philosophy of the foreign language teaching staff, program and staff characteristics, evaluation instruments, samples of the opinionnaires which were to be administered, and descriptive statistical data on the total school system.

Their function, as experts and scholars, was to give a diagnostic analysis of the strengths and weaknesses of the program and prescribe improvement procedures. (See Appendix D for Evaluator's Schedule for week of May 3 - 6, 1971, and for other related memoranda and letters.)

Objectives for Evaluators.

I. General Objectives

A. To determine the strengths and the weaknesses of the foreign language program
B. To offer recommendations for expanding and improving foreign language instruction in the Metro Schools

II. Specific Objectives

A. To estimate teacher effectiveness
   1. Through results of student tests
   2. Through classroom observation
   3. Through self-evaluation of teachers
   4. Through private conference with teachers

B. To determine student achievement
   1. Through analysis of available test data
   2. Through observation of classroom performance
   3. Through private conferences with students

C. To determine administrative attitudes toward foreign languages through conferences
   1. With principals and supervisory personnel
   2. With guidance counselors

D. To determine community support for the foreign language program by reading the analysis of opinionnaires

E. To estimate attitudes toward foreign language study and the foreign language program through an analysis of the opinionnaire data

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REPORT OF THE VISITING TEAM

INTRODUCTION

The evaluators were in agreement that the basic preparation for their visit was well-executed. In addition, they agreed that the evaluation had been well-planned as had the processes for benefiting from the evaluation (including the evaluators' visit).

Major Commendations by Evaluators. Several major aspects of the present foreign language program in Nashville are positive, critical elements which can constitute the basis for further growth and progress.

1. The Metro Schools' Foreign Language Evaluation

   It is commendable that a system is willing to take a look at itself not only to evaluate the existing program, but in order to precipitate change in all areas of curriculum and instruction.

   (See: "Objective of Evaluation-'...we hope to plan a program of improvement.'")

2. The Position of Foreign Language Supervisor

   There is a single coordinator for foreign languages: the Foreign Language Supervisor. This position either had not existed or was not filled before September, 1969.

3. Staffing Procedures

   The assurance of the Metro Director of Schools that subject-matter specialists will participate in staffing procedures should insure the hiring of the best teachers available for part-time and full-time openings.

4. The Metro-wide Textbook Adoption Procedure

   a) *Throughout the Metro system, a single basic textbook is adopted, allowing for greater vertical and horizontal articulation. This basic adoption is supplemented, allowing for some individuality on the part of the teacher.*

   b) *The basic textbook is chosen by a teacher committee within the system as opposed to selection by some other authority. Such selection should assure greater teacher interest and support of the curriculum.*

   c) *Although new textbooks have been selected for use beginning September, 1971, provision has been made for students (and teachers) to be able to complete the predetermined sequence in the materials presently in use. No break in continuity will thus be suffered by the student.*

5. Communication from Central Office to Staff

   a) *A newsletter has been initiated through the office of the Foreign Language Supervisor, containing items of professional interest, professional articles, new acquisitions in the professional library, new films in the materials center, and the availability of services. As*

the newsletter develops, there are signs that it can also be a source of information on the activities of various staff members.

b) Program information is distributed by the Supervisor on all aspects of the foreign language program each fall.

6. Professional Library, Resource Center, Equipment and Maintenance

a) The foreign language department through the Supervisor of Foreign Languages and the Materials Center supervisor has increased the number of professional books available to teachers. Foreign language journals have been added to the Material Center and an up-to-date library of films.

Materials such as films and professional books and journals are on loan to foreign language teachers on request. Committees of foreign language teachers reviewed and selected foreign language films for the Materials Center.

b) The Supervisor of Foreign Languages has initiated four NDEA proposals during the past two years to supplement the supply of materials and equipment for use by the staff.

c) There are fourteen language laboratories and eight electronic classrooms available throughout the system.

d) A maintenance/repair system for the foreign language laboratories has been established.

7. Curricular Planning

The plan to offer a continuous, five-year sequence in three foreign languages and a three-year sequence in another at McGavock High School reveals the direction of future foreign language program implementation.

Major Recommendations for Improvement:

Philosophy and Goals.

1. The present philosophy should be circulated again to administrators, counselors, foreign language teachers, students, and community leaders and their reactions to it sought.

2. A plan to revise the philosophy should be developed out of the reactions obtained.

3. Any plan to revise the philosophy should include preliminary discussion as to how this new philosophy should be brought to the attention of the community at large.

4. General and specific program objectives should be developed by all foreign language teachers working in cooperation with

the Supervisor of Foreign Languages, counselors, selected administrators, and selected Central Office personnel.

Staffing Recommendations. The present staffing procedures do not guarantee the Metro System competence among the foreign language teachers as recommended by the foreign language teaching profession. Several steps are recommended to alter this situation.

1. The Supervisor of Foreign Languages and the personnel department should develop a procedure for the handling of the hiring of both part-time and full-time foreign language teachers. This procedure should detail the responsibilities of both parties involved in the hiring process.

2. The Supervisor of Foreign Languages should consider each of the following in establishing hiring procedures:

   a) Establishing criteria based on the standards set by the foreign language teaching profession

   b) Reviewing dossiers compiled by the personnel department

   c) Identifying candidates for interviews

   d) Conducting interviews

   e) Recommending candidates for employment

   f) Assisting the principals in making
      (1) Final recommendations for tenure
      (2) Evaluations of the foreign language teacher's performance

3. Procedures should be established for evaluating the competence of the present staff in terms of the criteria developed and individually prescribed inservice education should be developed jointly by the teacher and the Supervisor of Foreign Language.

   Inservice education should include:

   a) Metro-sponsored workshops (inservice days and other time arrangements, one night a week for six weeks, etc.)

   b) Profession-sponsored workshops and conferences

   c) College or university year and summer programs (with or without a degree objective)

   d) Specific foreign study programs

Other recommendations.

1. A Metro Foreign Language Advisory Committee should be formed as soon as possible to plan the proposed "expansion and improvement."

In organizing the committee, the following factors should be considered:

a) Representation of the three districts in the Metro System

b) Representation by high school with its feeder schools

c) Representation by language

d) Representation of college and university departments in the Metro area

e) Professional involvement and recency of inservice education

f) Capacity to deal with issues separate from personalities

Provision should be made for both elective and appointive memberships.

2. The Supervisor of Foreign Languages and the Foreign Language Advisory Committee should plan, as an outgrowth of the philosophy statement, a curriculum guide for the Metro System.

3. The Supervisor of Foreign Languages and the Foreign Language Advisory Committee should consider the early administration of the Foreign Language Attitude Questionnaire of the Northeast Conference to a random sampling of foreign language students. This administration should be an integral part of the development of the philosophy statement with the concomitant evolution of general and special goal definitions.

4. The Supervisor of Foreign Languages and the Foreign Language Advisory Committee should initiate a study to assess the current status, projected needs, and alternative approaches to the role of technology in the foreign language program. This study should include such factors as the assessment of current inventories, time utilization factors, service costs, and servicing and maintenance problems.

5. The Director of Schools should authorize a study which attempts to analyze the forces of resistance to curriculum change. (The evaluators heard much talk of "innovations," but the complexity of leadership patterns, administrative patterns, and imprecise relationships among academic specialists, service agencies, and district administrations seem to prevent--at least inhibit --educational change. The need to create a special team to "innovate" at McGavock High School highlights this condition; it also estranges McGavock's programs from those in the Metro System. -Evaluation Team)

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In assessing the evaluators' ratings and comments, the readers should bear in mind the principal charge to the evaluators that the "assessments" must lead to a "plan for expansion and improvement." The evaluators have restricted their comments and recommendations to those which will serve these ends.

THE REPORT

In preparation for the final report of the Evaluation Team, readers should study the data from the various opinionnaires administered, including the Teacher Self-Evaluations, and the results of the tests administered to a sampling of the students enrolled in foreign languages. Since these data are referred to or cited in the Report, it is very important that readers be familiar with these other facets of the evaluative process.

The evaluators have followed the pattern of the Teacher Self-Evaluations in setting forth their analysis of the foreign language program. The recommendations of the Evaluation Team follow the analysis of each section.

Program Objectives: Analysis.

1. The goal for all students in foreign language study is "to contribute to the student's intellectual, social, aesthetic, and emotional growth so that he will have more options in his environment.

   COMMENT: *The evaluators would tend to rank the teachers much lower in this regard than they rank themselves. Teachers, administrators, and others should be more familiar with the philosophy of the program as it is published.*

   It appears that the purpose for teaching the foreign language is geared more closely to the reason given by students for foreign language study (college requirements) than to this stated objective.

2. The goal of the modern foreign language program is competence in hearing, speaking, reading, and writing with stress on cultural enrichment.

   COMMENT: *There is wide variance here between the teachers' perception of their activities and the evaluators' perception of them. Although there is some evidence of individual teachers pursuing the goals as stated, there is much stronger evidence that the emphasis is toward (a) discipline, (b) improvement of English, (c) translation, and (d) reading and writing.*

   NOTE: A preliminary review of the student test data would tend to support the evaluators' analysis.

3. The goals of the Latin program are facilitating reading with understanding, broadening the command and understanding of English syntax and vocabulary, and enriching the cultural experience through mythology and history.

COMMENT: *The observations in Latin classes suggested a much stronger emphasis on translation and formal grammar than on reading for comprehension.*

Program Objectives: Recommendations.

1. The present philosophy should be circulated again to administrators, counselors, foreign language teachers, students, and community leaders and their reactions to it sought.

2. A plan to revise the philosophy should be developed out of the reactions obtained.

3. Any plan to revise the philosophy should include preliminary discussion as to how this new philosophy should be brought to the attention of the community at large.

4. General and specific program objectives should be developed by all foreign language teachers working in cooperation with the Foreign Language Supervisor, counselors, selected administrators, and selected Central Office personnel.

Program Organization: Analysis.

1. There is a coordinator in each foreign language department who is responsible for the effective working of the department.

   COMMENT: *The teachers' responses reflect confusion in this area among the Metro Supervisor, their own chairman, and/or a leader in the specific languages taught. Where there was no confusion, there were schools in which no coordinator had ever been designated.*

2. Each foreign language department holds monthly meetings arranged by the coordinator of that department.

   COMMENT: *Neither the staff members nor the evaluators could find evidence of monthly departmental meetings. This is the first symptom of one of the major problems in the whole of the Metro foreign language program: a lack of the communication necessary to effect coordination and articulation.*

3. The school offers as many foreign lnaguages as the enrollment and interest justify.

   COMMENT: *The primary attitude--indeed, practice--that foreign language study is only for college-bound students forces the evaluators into a neutral position on this point. The offerings do not appear to be adequate for even the limited group, and are clearly inadequate for all the students who might study a foreign language if the foreign language philosophy*

for the Metro Schools were to be fully implemented. (See, especially, #1 and #2 of the Philosophy.)

4. A full sequence of one foreign language is encouraged before other languages are offered.

   COMMENT: *The evaluators encountered at least two problems in this area:*

   a) *Within the Metro Philosophy, a "full" sequence is not defined in terms such as "an unbroken sequence through grade 12," "six years from grades 7-12," etc.; therefore, no standard for measuring the current offerings is available.*

   b) *There is a strong indication by students that "schedule conflict" is the most frequent reason for not continuing foreign language study.*

5. There is a reasonable proportion of the total school enrollment involved in foreign language study.

   COMMENT: *Evaluators were not presented with data comparing Metro enrollments to comparably sized cities in the U.S., to regional data, or to national data. In the absence of such information, it is impossible to determine what a "reasonable" proportion is. (See also #3 above in this section.)*

6. The program is organized to attract the average student, as well as the academically inclined.

   COMMENT: *The attempt to offer foreign language to all eighth-grade students in a few schools was the only indication of efforts to meet this objective.*

7. The schedule is organized to encourage the student to continue his foreign language study.

   COMMENT: a) *Students indicate "schedule conflict" as a major reason for foregoing foreign language study.*

   b) *The frequency of combined levels of one foreign language or combined classes of two foreign languages must be a factor in discouraging students from continuing foreign language study.*

8. An Advanced Placement course is offered to outstanding pupils who have had a minimum of four full years of prior instruction in that language or in the equivalent thereof.

COMMENT: *Metro policies and practices regarding class sizes and teacher load tend to negate the possibility of achieving this goal.*

9. Effort is made to group students according to their ability.

COMMENT: *The evaluators do not find this principle relevant to successful program development.*

10. The seventh and eighth grade offerings are on a daily basis.

COMMENTS: *This is true, but the offerings themselves are limited to a very few schools. Note, however, that in some schools this means beginning the study of a particular foreign language, while in others this represents many courses of wide and uncoordinated varieties.*

The nature of the seventh and eighth grade offerings must be of concern in view of the attention being directed toward the inclusion of foreign language in the elementary school. Community leaders and administrators responding to the questionnaires agree overwhelmingly to the inclusion of foreign languages in the elementary schools.

Further stages in the study of this possible program expansion must involve administrators and teachers in elementary education and those presently involved in seventh grade programs.

11. Instruction in the seventh and eighth grades is adapted to the age levels.

COMMENT: *Only two evaluators viewed this aspect of the program and they encountered contradictory evidence. They saw seventh grade students being taught material adapted to their age level; they also saw students in this age group taught without apparent adjustment of the text materials to the student age and interest level.*

12. The election of foreign language courses is based on interest, as well as other factors.

COMMENT: *A sampling of the Teacher Self-Evaluations indicated that the staff members feel that interest plays a somewhat more important role in the election of foreign language courses than the evidence seems to indicate. Low enrollments, attrition rates, and student responses on the opinionnaire seem to deny that interest is a significant factor in the election of foreign language.*

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13. Each teacher's schedule provides time and opportunities for

planning and student conferences.

COMMENT: *It appears that one released period per day for planning is provided, but because students are engaged in other class work during the foreign language teacher's planning period, it appears unlikely that many student conferences can be scheduled during that time.*

14. Teacher aides perform non-instructional duties in the laboratory and in the classroom.

COMMENT: *Limited to federally supported schools.*

Instructional Staff: Analysis.

1. Understand foreign language conversation of normal tempo, lectures, and news broadcasts.

COMMENT: *It is extremely difficult to determine the capabilities of Metro teachers in this area. On the basis of the observations, however, where the most frequent activity was translating into English, it is difficult to believe that teachers would not capitalize upon this competence in the classroom if proficiency is as high as the teachers appear to believe.*

2. Speak the foreign language fluently with authentic pronunciation, intonation, and rhythm.

COMMENT: *Neither the teachers nor the evaluators identify this as a characteristic of the present foreign language teacher staff. In terms of the materials adopted for next year and in terms of the premium the profession-at-large today places upon this ability, this would appear to be an area for some concentration in both individual and inservice study opportunities.*

3. Read with immediate comprehension (without translating) prose and average difficulty and mature content.

COMMENT: *See #1 in this section above.*

4. Write (compose) freely in the foreign language, with clarity and correctness in vocabulary, idiom, and syntax.

COMMENT: *No information.*

5. Understand the structure of both English and the foreign language and how they differ, and use this knowledge in curriculum planning.

COMMENT: *The evidence in the classroom tended to belie this as a characteristic of the foreign language teaching staff. The emphasis in the classroom tended to be upon formal and prescriptive grammar presentations.*

6. Have an understanding of similarities and differences between our culture and the foreign culture.

COMMENT: *The Teachers' Self-Evaluations should be studied carefully with comparison made of numbers 6, 7, and 8 in this section.*

7. Have studied in a country where the language is or once was commonly used.

COMMENT: *See the descriptive details--not the statistics--of the Teachers' Self-Evaluations. See also numbers 6 and 8 in this section.*

8. Have traveled in a country where the language is or once was used.

COMMENT: *See the details for each teacher on the Teachers' Self-Evaluations. Compare with numbers 6 and 7 of this section.*

9. Have had preparation in modern methods of teaching foreign language.

COMMENT: *The sampling of the Teacher Self-Evaluations indicates that staff members rate themselves high in this regard. Classroom observations indicated that, although up-to-date materials and equipment were available, they were not being utilized. Additional inservice and/or continued professional college work seems to be necessary. Work with publishers' consultants might be a productive use of the inservice time next fall in preparation for the newly adopted texts.*

10. Maintain acquaintance with recent developments in teaching foreign language through professional reading.

COMMENT: *Discussion with teachers indicates a lack of knowledge of professional journals, organizations, or activities, even though some pertinent articles are being sent out through the office of the Supervisor of Foreign Languages.*

11. Are continuing inservice education or are participating in activities designed to improve their foreign language teaching.

COMMENT: *Teachers appear to have a limited view of the term "inservice education," tending to restrict them-*

selves to those opportunities offered by the Metro Schools. A continuing difficulty exists with the "part-time" foreign language teacher, i.e., the staff member teaching only one or two classes of a foreign language and thus "assigned to another discipline for inservice days.

12. Participate in professional organizations.

    COMMENT: In discussion, teachers limited themselves to the inservice days of the Metro Schools. There was little reference to state or national organizations.

13. Are familiar with resource guides.

    COMMENT: Teachers appeared to interpret "resource guide" as the teacher's manual accompanying published textbooks only.

14. Are aware of the services provided by foreign language consultants in the state department of education and in colleges and universities.

    COMMENT: There seemed to be some confusion of the people identified in this description with the role of the Metro Supervisor. Although teachers indicated they were generally aware of the services of these people, comments written in seemed to refer to the Metro Supervisor rather than those consultants identified here.

15. Are able to assist the librarian in the selection of appropriate foreign language materials.

    COMMENT: There is evidence that teachers do work with librarians, but because of the limited view of "resource guides" and insufficient professional involvement, they are not in a position to capitalize upon their good working relationships with librarians.

16. Help foreign exchange teachers and students to adjust to the school and encourage them to act as resource persons in the foreign language program.

    COMMENT: No information.

17. Demonstrate ability to use visual and electronic teaching aids.

    COMMENT: Evaluators saw equipment available, but little was utilized in the classes observed. It appears that visual and electronic aids may not be used to maximum potential.

18. Exhibit an understanding of and concern for the needs of the students.

COMMENT: *The question, as posed, cannot be assessed. At least two questions are needed:*

a) *one dealing with the needs of the students in the program; and*

b) *one dealing with the needs of all students in the school.*

(See also #3 in Program Organization)

19. Know how to use aptitude tests for diagnosing student strengths and weaknesses in the learning of a foreign language.

COMMENT: *There is no evidence that such tests are being used.*

Instructional Staff: Recommendations.

The present staffing procedures do not guarantee the Metro System competence among the foreign language teachers as recommended by the foreign language teaching profession. Several steps are recommended to alter this situation.

1. The Supervisor of Foreign Languages and the personnel department should develop a procedure for the handling of the hiring of both part-time and full-time foreign language teachers. This procedure should detail the responsibilities of both parties involved in the hiring process.

2. The Supervisor of Foreign Languages should consider each of the following in establishing hiring procedures:

   a) Establishing criteria based on the standards set by the foreign language teaching profession

   b) Reviewing dossiers compiled by the personnel department

   c) Identifying candidates for interviews

   d) Conducting interviews

   e) Recommending candidates for employment

   f) Assisting the principals in
      (1) Making final recommendations for tenure
      (2) Making evaluations of the foreign language teacher's performance

3. Procedures should be established for evaluating the competence of the present staff in terms of the criteria developed and individually prescribed inservice education should be developed jointly by the teacher and the Supervisor of Foreign Languages.

   Inservice should include:

   a) Metro-sponsored workshops (inservice days and other time

arrangements, one night a week for six weeks, etc.)

b) Profession-sponsored workshops and conferences

c) College or university year and summer programs (with or without a degree objective)

d) Specific foreign study programs

Instructional Activities, Materials, and Methods: Analysis.

1. There is a curriculum guide which undergoes frequent revision.

   COMMENT: *No guide exists.*

2. The teacher is aware of established objectives for teaching the foreign language.

   COMMENT: *See Comments on Program Objectives.*

3. The student is informed of the course objectives and methods.

   COMMENT: *Discussions with students did not reveal knowledge of either immediate or long-range objectives for their foreign language study. Continual reference was made to the college requirements in all such discussions.*

4. Adequate planning and preparation are evident.

   COMMENT: *Planning for current activities was evident, but planning in terms of the Metro-established objectives was not. Also lacking was planning among schools by level (in each language) and from one level to another.*

5. There is a reasonable pupil-teacher ratio.

   COMMENT: *Considerable difference existed from school to school and teacher to teacher.*

   The notion of "reasonableness" in this context is a cul de sac. It disregards fundamental ideas of what constitutes quality education and equality of educational opportunity. The Medtro educational leaders should review the premises on which this idea is based.

6. Classroom activities reflect a knowledge of students' individual differences, interests, and needs.

   COMMENT: *Only two or three of the teachers observed showed any signs of meeting this criterion.*

7. Varied drill and exercise techniques are employed.

   COMMENT: *In the classrooms observed (within or among them) the drill and exercise techniques were limited in kind and scope. The exercises reflected a pattern of prescription, drill, and memorization. Little or no "inquiry" activity was noted.*

8. Audio-visual aids are an integral part of course materials.

   COMMENT: *They were sometimes available, but they were not in use in most of the classes observed.*

9. Vocabulary is studied in context rather than in isolated lists.

   COMMENT: *Limited to a very few of the teachers observed.*

10. Reading, writing, speaking, and listening are all given proper attention.

    COMMENT: *See test results.*

11. More emphasis is given to professional oral expression of the target language than to formal study of grammar.

    COMMENT: *See Comments under Instructional Staff, numbers 1-4. See also #16 below.*

12. Correlation with other disciplines is apparent.

    COMMENT: *No evidence.*

13. Correspondence between students and their peers in foreign countries is encouraged.

    COMMENT: *No evidence.*

14. Language clubs, assemblies, films, and system-wide activities, e.g., fairs, inter-high councils, etc., are available.

    COMMENT: *There is evidence of their existence but little evidence of their effectiveness.*

15. Opportunities for foreign study and travel are provided.

    COMMENT: *No evidence.*

16. Classroom instruction and conversation in the target language are utilized as much as possible.

    COMMENT: *See #11 above.*

17. Library resources are used in the programs.

    COMMENT: *See #15, Instructional Staff.*

18. Adequate counseling is available to students proficient in language study on the possibilities of continuing high school study, college study, and vocational opportunities.

COMMENT: *The evaluators give this aspect of the program an "A" rating.*

19. Teaching materials are well integrated and articulated.

COMMENT: *This facet of the program is also rated "A" by the evaluations.*

See also Introduction to this report.

20. The following materials are available:

- Tapes, texts, teacher's guides, audio-visual aids
- Supplementary reading materials, including books, newspapers, and periodicals
- Dictionaries, encyclopedias, reference grammars
- Wall maps, travel posters, and realia appropriate to language taught
- Transparencies, filmstrips, films, slides, pictures
- Travel books in English

COMMENT: *See numbers 5-7 of School Profile.*

Physical Facilities: Analysis.

1. Language laboratory facilities are provided.

COMMENT: *See #3 of School Profile.*

See #17 of Instructional Staff.

2. Language laboratory and classroom facilities are adjacently or closely located.

COMMENT: *Insufficient information.*

3. Language laboratory maintenance is obtainable. 72

COMMENT: *It is available but not requested.*

4. Foreign language classrooms are provided with adequate chalkboard space.

5. There is sufficient bulletin board space.

6. There is ample storage space for the department.

7. Filing equipment is provided.

8. Shelves and tables are provided for instructional materials and displays.

COMMENT: *See Teacher Self-Evaluation forms and tallies.*

Physical Facilities: Recommendations.

1. A Metro Foreign Language Advisory Committee should be formed as soon as possible to plan the proposed "expansion and improvement."

In organizing this committee, the following factors should be considered:

a) Representation of the three districts in the Metro System

b) Representation by high school with its feeder schools

c) Representation by language

d) Representation of college and university departments in the Metro area

e) Professional involvement and recency of inservice education

f) Capacity to deal with issues separate from personalities

Provision should be made for both elective and appointive memberships.

2. The Supervisor of Foreign Languages and the Foreign Language Advisory Committee should plan, as an outgrowth of the philosophy statement, a curriculum guide for the Metro System.

3. The Supervisor of Foreign Languages and the Foreign Language Advisory Committee should consider the early administration of the Foreign Language Attitude Questionnaire of the Northeast Conference to a random sampling of foreign language students. This administration should be an integral part of the development of the philosophy statement with the concomitant evolution of general and special goal definitions.

4. The Supervisor of Foreign Languages and the Foreign Language Advisory Committee should initiate a study to assess the current status, projected needs, and alternative approaches to the role of technology in the foreign language program. This study should include such factors as assessment of current

inventories, time utilization factors, service costs, and servicing and maintenance problems.

5. The Director of Schools should authorize a study which attempts to analyze the forces of resistance to curriculum change. (The evaluators heard much talk of "innovation," but the complexity of leadership patterns, administrative patterns, and imprecise relationships among academic specialists, service agencies, and district administrations seem to prevent--at least inhibit--educational change. The need to create a special team to "innovate" at McGavock High School highlights this condition; it also estranges McGavock's programs from those in the rest of the Metro System.

Conclusions. The Evaluation Team has generated less than a dozen recommendations. Many of these are interrelated: three relate to criteria for the hiring and evaluation of foreign language staff members, five relate to the development of a philosophy and goals for the "expanded and improved" foreign language program, and three relate to the implementation of the philosophy and goals developed. The attempt throughout has been to concentrate upon focusing attention upon those areas requiring the most work in terms of the charge made to the Evaluation Team.

Few evaluators have had the advantages of so well planned an evaluative process or so cooperative a staff. Evaluations are always difficult to accept; for like report cards, they often show "check marks" in addition to the overall grade. The evaluators approached their task with the assumption that they were to study the problem, bring whatever insights they have to bear on the task, and make recommendations, not for blanket acceptance, but rather as "springboards" for action in the next phase of the evolution of the Metro Schools foreign language program. The goal of each evaluator, like that of every teacher, is to make a good profession a better one.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

At the beginning of this section it was stated that a multi-data collection approach was used to obtain information concerning the Nashville Metropolitan Foreign Language Program. The first set of data dealt with a description of program and staff characteristics, *i.e.*, the number of teachers teaching a foreign language, their educational degrees, study and travel abroad, and the number of students taking each of the four languages (Latin, German, French, and Spanish) offered.

Also included is evaluation of the textbook materials, approaches and methods used at the time of the initiation of this study. From this data, several important points stand out:

- Only 13% of the students enrolled in junior-senior high schools studied a foreign language in 1970-71;
- Attrition rates are high between beginning and upper levels of foreign language study;
- Teachers view the system as utilizing an audio-lingual approach for the teaching of modern foreign languages; and
- Approximately 50% of the foreign language teaching staff teach in their minor fields.

The next set of data is an analysis of the foreign language opinionnaires.* The first opinionnaire was administered to central office administrators, principals, guidance counselors, foreign language teachers, and community leaders (PTA presidents). There was strong agreement among the groups that foreign languages should ideally begin in the elementary schools on a pilot basis. All groups indicated that Spanish and French definitely should be offered in our public schools.

There was disagreement between the groups on the following cogent points. The groups disagreed that the present program adequately meets the needs of students in our school system and that the present foreign language program is of excellent quality. Administrators view the foreign language program in a more favorable light than do the foreign language teachers. Foreign language teachers feel more than any other group that a lengthy sequence is necessary for successful language study. Administrators and principals view inser-

*The Teacher Self-Evaluation Instrument is entered before the opinionnaire data for the reader to view. These were perused by the visiting team of consultants for additional insight and data as to how the individual teachers viewed themselves and their programs.

vice programs as being more practical than do foreign language teachers. Another strong point of disagreement is that foreign language teachers do not feel that guidance procedures for enrolling students nor communication with guidance counselors is as adequate as do the counselors and administrators. Community and administrative support is felt to be lacking by the foreign language teaching staff.

The student opinionnaire was administered to foreign language and non-foreign language students. Several important facts stand out. Most students view college requirements as the main reason for studying a foreign language, yet enjoyment of the language study was less for this group than those who were not studying just for college entrance requirements.

When parents and relatives influenced a student's decision to study a foreign language, his enjoyment level went down. Friends seem to influence a student's choice of a particular language to study more than any other force. In opposition to the way many foreign language teachers view the guidance departments' influence on a student's electing to study a foreign language, students do not view the guidance counselors as having influenced their decision in any significant way.

<u>These points stand out as areas of agreement</u>:

- Foreign languages are viewed as an important part of the curriculum; and
- Foreign languages should begin on a pilot basis in the elementary schools.

<u>Points of conflict and disagreement are mainly in these areas</u>:

- Foreign language teachers view communication with guidance counselors as being inadequate and not beneficial to their foreign language programs;
- Foreign language teachers view the program and its offerings more negatively than do the students and administrators;
- The foreign language teaching staff does not feel that the administration supports the system-wide foreign language program; and
- An interesting point of conflict, as has been mentioned, is that teachers view the guidance counselors as influencing students in their election to study a foreign language, yet the students do not.

The next important set of data was the scores on the Pimsleur Proficiency Tests in French, Spanish, and German. Except for one school, the scores were very low compared to national norms. One variable which might have attributed to the low scores is that the tests covered vocabulary and structures different from those taught by the teachers. Yet, the crucial issue is that such tests as these are not geared to any particular text. The reader is referred to a description of the tests in this report (*See Page 49*). The test data should force the teaching staff to take a serious look at their teaching. We have been teaching with audio-lingual materials for the last five years, and yet "listening" scores are low.

The last set of data is the report of the visiting team of consultants--Miss Strasheim, Mr. Paquette, and Mr. Je-Kenta. The reader is urged to study the major recommendations and observations by this team (*See Pages 58-61*).

The writer of this summary would like to generate these recommendations for improvement of the Metropolitan Nashville Foreign Language Program based on all the data--both objective and subjective:

(1) *Since there is possible miscommunication between guidance personnel and the foreign language teachers, improvement would be facilitated if communication channels were opened.*

(2) *Foreign language teachers see facilities as adequate (language labs, etc.); yet, the visiting team of evaluators report that they observed little evidence of use of these facilities. A study should be made to determine why language labs, for example, are not utilized.*

(3) *Since foreign language students study a foreign language mainly because of college entrance requirements, yet enjoy foreign language study less, foreign langugae teachers should look seriously at their teaching practices and attitudes.*

(4) *An elementary foreign language program should begin on a pilot basis in 1972.*

(5) *The foreign language supervisor and the personnel department should develop a procedure for hiring foreign language teachers, following the recommendations by the visiting team of consultants, which reads as follows:*

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"Staffing Recommendations. The present staffing procedures do not guarantee the Metro Schools competence among the foreign language teachers as recommended by the foreign language teaching profession. Several steps are recommended to alter this situation:

1. The Supervisor of Foreign Languages and the personnel department should develop a procedure for the handling of the hiring of both part-time and full-time teachers. This procedure should detail the responsibilities of both parties involved in the hiring process.

2. The Supervisor of Foreign Languages should consider each of the following in establishing hiring procedures:

   a) Establishing criteria based on the standards set by the foreign language profession

   b) Reviewing dossiers compiled by the personnel department

   c) Identifying candidates for interviews

   d) Conducting interviews

   e) Recommending candidates for employment

   f) Assisting the principals in making
      (1) Final recommendations for tenure
      (2) Evaluations of the foreign language teacher's performance"

(6) *Staff development programs should be organized for the foreign language teaching staff, such as cultural workshops (two have already been offered for French and Spanish teachers at Trevecca College in the summer of 1971) and semester courses offered at local colleges and universities.*

(7) *As recommended by the visiting team of consultants, a Foreign Language Advisory Committee should be organized.*

(8) *The foreign language teachers working with the Supervisor of Foreign Languages should formulate a common philosophy, goals, and objectives for foreign language study in the Metropolitan Nashville Public Schools and curriculum guides should be developed based on the above.*

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In summary, it should be noted that our school system was in a state of upheaval during this program evaluation, and teachers and students were experiencing stressful times. One of the strengths of our foreign language program is a dedicated corps of for-

eign language teachers who continue to be committed, even when obstacles occur.

The above recommendations provide a springboard for launching a program of expansion and improvement. With cooperation among the foreign language teaching staff and administrative support, our goal can be accomplished.

APPENDIX A

OBJECTIVES AND PHILOSOPHY AS STATED BY THE FOREIGN LANGUAGE STEERING COMMITTEE

Objective of Evaluation. The immediate objective of the evaluation will be to determine the overall picture of our foreign language instructional program by determining the strengths and weaknesses of the following: approach, curriculum, materials, facilities, procedures, students, teachers, and community.

From these assessments, we hope to plan a program of expansion and improvement which would include the following directives:

- To inform the Board of Education, faculties, foreign language teachers of the strengths and weaknesses of the system's foreign language program;
- To broaden offerings, levels and increase enrollments;
- To improve continuity in the program;
- To include elementary schools in the foreign language program;
- To discover more innovative methods to teach the NOW student;
- To develop cultural workshops for teacher improvement;
- To continue by means of inservice programs to upgrade teachers through exposure to top-notch consultants;
- To devise a plan for a resource center for foreign language teachers;
- To emphasize and work toward good public relations; and
- To encourage direct supervisory involvement in foreign language personnel hiring.

Philosophy. We believe foreign languages should be in the curriculum for *all* students can profit from a foreign language experience. Our goal or objective, then, for *all* students is "to contribute to the student's intellectual, social, aesthetic, and emotional growth so he will have more options in his environment." 80

We endorse the Guiding Principles set forth in the 1969 *Evaluative Criteria* of the National Study of Secondary School Evaluation.

The foreign language program in today's schools may include both classical and modern languages. The languages to be taught are selected after considering their educational value,

the cultural insights to be gained from them, and, where applicable, their vocational use, the extent of their use by the peoples of the world, and the potential contribution to our society of a working knowledge of them.

It is desirable for students to gain an understanding of the linguistic and cultural heritages of our country derived from both the Eastern and Western hemispheres, and from Latin and Greek, in order to gain a better understanding of our own culture and of the problems of concern to our country.

Now and in the foreseeable future, our society sorely needs many people who can use a foreign language adequately. Some scientific concepts, psychological insights, cultural analyses, and writing about economics that are necessary to our progress as a people and as a society are available only in foreign literature.

The study of a foreign language is a progressive experience and implies progressive acquisition of linguistic skills. Skills grow rusty with disuse; but when learned thoroughly and with understanding, they can be reactivated quickly, given the proper stimuli and environment. The values to be gained from language learning will be related to the amount of time and effort devoted to it and to the learner's motivation and aptitude.

Skills to be mastered include: (1) increasing ability to *understand* the foreign language when spoken, (2) increasing ability to *speak* it, (3) ability to *read* it with increasing ease and enjoyment, and (4) the increasing ability to *write* it. The acquisition of these skills will result in a new understanding of the concept of *language*.

The study of another language usually brings about a gradually expanding and deepening knowledge of the country or countries--people, geography, history, social institutions, literature, and culture--and, as a consequence, a better perspective of our own culture through adjustment to the concept of cultural similarities and differences.

APPENDIX B

M E M O R A N D U M . . .

TO: FOREIGN LANGUAGE TEACHERS

FROM: MISS SUE REYNOLDS
SUPERVISOR OF FOREIGN LANGUAGES

RE: EVALUATION QUESTIONNAIRE

As part of the foreign language evaluation in the Metropolitan Nashville schools, we are asking students who have studied a foreign language to complete the enclosed questionnaire.

By a random sampling method your _____ (Example: Second period, Spanish I) class has been chosen to take this questionnaire. Please administer the questionnaire to the designated class and return to our office by school mail the answer sheets by February _____, 1971.

Enclosed are the number of questionnaires and answer sheets you will need. Please read the instructions to your students. The questionnaire will only take a few minutes for completion.

Thank you for your cooperation.

M E M O R A N D U M . . .

TO: FOREIGN LANGUAGE TEACHERS

FROM: MISS SUE REYNOLDS
FOREIGN LANGUAGE SUPERVISOR

RE: ADMINISTERING OF STUDENT OPINIONNAIRES

As you know, we are conducting an evaluation of our foreign language program this school year. One phase is the administering of opinionnaires to students who do not study a foreign language. Would you contact the tenth grade English teacher (you will find a list enclosed) and ask her if she would be willing to administer the opinionnaire to her Advanced Placement English class, or a comparable level. Please ask her to check to see if more than one third of her students in that class are already studying a foreign language.

If one third of her students are studying a foreign language, then would you make arrangements with either an eleventh grade English teacher or social studies teacher with advanced classes to administer the opinionnaire. Here again, ask the teacher to check before giving the opinionnaire to see that any student taking it does not study a foreign language. What we are after is a comparable group, intelligence-wise, to students studying a foreign language in our high schools.

Enclosed are _____ opinionnaires and _____ answer sheets. Attached are instructions. Would you ask the English teacher to collect the opinionnaires and answer sheets and give to you to return to me no later than two days after administering the opinionnaires.

Your principal has been notified and asked to cooperate in this endeavor.

Thank you.

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STUDENT QUESTIONNAIRE

Instructions: In the blank labeled "School" on your answer sheet, write either Foreign Language Student, or Non-Foreign Language Student. Do not put your name.

Please blacken in with a pencil the appropriate letter on your answer sheet, beginning with question 1 and continuing through question 33.

1. Is you attitude toward foreign language study

   A. Very favorable
   B. Favorable
   C. Just okay
   D. Unfavorable
   E. Very unfavorable

2. Have you studied a foreign language in school?

   A. Yes
   B. No

3. If you have studied a foreign language, was your decision to do so due to influence by friends?

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

4. If you have studied a foreign language, was your decision to do so due to influence by parents and relatives?

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

5. If you have studied a foreign language was your decision to do so due to the guidance department in your school?

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

6. If you have studied a foreign language, was your decision to do so due to college requirements?

   A. Yes
   B. No

7. If you have studied a foreign language, was your decision to do so due to vocational interests?

   A. Yes
   B. No

8. If you have studied a foreign language, was your decision to do so due to other influences than those stated above?

   A. Yes
   B. No

9. If you have studied a foreign language, the choice of a <u>particular</u> language was due to friends.

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

10. If you have studied a foreign language, the choice of a <u>particular</u> language was due to the influence of parents and relatives.

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

11. If you have studied a foreign language, was the choice of a <u>particular</u> language due to the school guidance department?

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

12. If you have studied a foreign language, was the choice of a <u>particular</u> language due to college requirements?

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

13. If you have studied a foreign language, was the choice of a <u>particular</u> language due to vocational interests?

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

14. If you have studied a foreign language, was the choice of a <u>particular</u> language due to other influences than those mentioned above?

   A. Yes definitely
   B. Somewhat yes
   C. No definitely

15. If you have not studied a foreign language, was your decision due to influence of friends?

A. Yes definitely
B. Somewhat yes
C. No definitely

16. If you have not studied a foreign language, was your decision due to the influence of parents or relatives?

A. Yes definitely
B. Somewhat yes
C. No definitely

17. If you have not studied a foreign language, was your decision due to influence of parents and relatives?

A. Yes definitely
B. Somewhat yes
C. No definitely

18. If you have not studied a foreign language, was your decision due to fear of failure?

A. Yes definitely
B. Somewhat yes
C. No definitely

19. If you have not studied a foreign language, was your decision due to schedule conflict?

A. Yes definitely
B. Somewhat yes
C. No definitely

20. If you have not studied a foreign language, was your decision due to other reasons than those above?

A. Yes
B. No

21. Was your experience

A. Very enjoyable
B. Somewhat enjoyable
C. Somewhat unpleasant
D. Very unpleasant

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22. Has your foreign language experience been

A. Very successful
B. Successful
C. Of average success
D. Somewhat unsuccessful

23. Please rate your interest in the foreign language subject matter.

A. Very interesting
B. Interesting
C. Of average interest

24. Have you ever had the opportunity to join a foreign language club?

A. Yes
B. No

25. Have you ever been to a foreign country?

A. Yes
B. No

26. Have you ever studied a foreign language in a foreign country?

A. Yes
B. No

27. Do you feel that your foreign language experience will contribute to your future vocation?

A. Yes
B. No
C. Not applicable

28. Please rate the cultural values you received from the study of a foreign language.

A. High cultural values
B. Some cultural values
C. No cultural values
D. Not applicable

29. How difficult were the foreign language textbooks and other materials?

A. Very difficult
B. Difficult
C. Okay
D. Not very difficult
E. Not applicable

30. If you did not enjoy your foreign language study experience, may this be attributed to monotony of class routine? 87

A. Yes definitely
B. Somewhat yes
C. No definitely

31. If you did not enjoy your foreign language study experience, may this be attributed to your own lack of motivation?

A. Yes definitely
B. Somewhat yes
C. No definitely

32. If you have not chosen to study a foreign language, do you regret this decision?

A. Yes
B. No

33. Do your plans for the future include the study of a foreign language?

A. Yes
B. No

APPENDIX C

M E M O R A N D U M . . .

TO: ADMINISTRATORS ____
PRINCIPALS ____
GUIDANCE COUNSELORS ____
TEACHERS ____
COMMUNITY LEADERS ____

FROM: MISS SUE REYNOLDS
FOREIGN LANGUAGE SUPERVISOR

There will be a system-wide evaluation of the foreign language program in Metropolitan Nashville Public Schools during the 1970-1971 school year. The enclosed questionnaire is an initial phase of this evaluation. Please be aware that this is an opinionnaire. All questions cannot be answered on the basis of experience, but we do want your opinion.

This opinionnaire has been pre-tested and will require a short period of your time to complete.

Enclosed for your convenience is a self-addressed envelope. Please return to my office by February 5, 1971.

If you have any questions, please call me at 747-5264.

Thank you for your cooperation.

APGTC QUESTIONNAIRE

Instructions: In the blank labeled "Instructor" on your answer sheet, write Administrator (Central Office). Principal, Guidance Counselor, Teacher, or Community Leader. Do not identify yourself by name.

Please block in the appropriate letter on your answer sheet, beginning with question 1 and continuing through question 31. NOTE: Beginning with question 12, a change in scale.

1. Is there a foreign language program in your school?

   A. Yes
   B. No

2. How do you feel about French being offered in our public schools?

   A. Definitely should be offered
   B. Probably should be offered
   C. Should be considered
   D. Probably should not be offered
   E. Definitely should not be offered

3. How do you feel about Spanish being offered in our public schools?

   A. Definitely should be offered
   B. Probably should be offered
   C. Should be considered
   D. Probably should not be offered
   E. Definitely should not be offered

4. How do you feel about German being offered in our public schools?

   A. Definitely should be offered
   B. Probably should be offered
   C. Should be considered
   D. Probably should not be offered
   E. Definitely should not be offered

5. How do you feel about Latin being offered in our public schools?

   A. Definitely should be offered
   B. Probably should be offered
   C. Should be considered
   D. Probably should not be offered
   E. Definitely should not be offered

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6. How do you feel about Russian being offered in our public schools?

   A. Definitely should be offered
   B. Probably should be offered
   C. Should be considered

D. Probably should not be offered
E. Definitely should not be offered

7. How do you feel about Chinese being offered in our public schools?

A. Definitely should be offered
B. Probably should be offered
C. Should be considered
D. Probably should not be offered
E. Definitely should not be offered

8. How do you feel about Swahili being offered in our public schools?

A. Definitely should be offered
B. Probably should be offered
C. Should be considered
D. Probably should not be offered
E. Definitely should not be offered

9. At what level do you think foreign language study should begin?

A. Kindergarten
B. Elementary
C. Junior High
D. Senior High

10. What should be the minimum enrollment for a first level foreign language class in order to maintain the school's foreign language program?

A. 50
B. 40
C. 30
D. 25
E. 15

11. What should be the minimum enrollment for an advanced class (Levels: II, III, IV, IV, Advanced Placement) of foreign language?

A. 21-25
B. 16-20
C. 11-15
D. 6-10
E. 1-5

Instructions: Please block in the appropriate letter on your answer sheet, using the scale below:

A - Strongly agree
B - Agree
C - Agree somewhat
D - Disagree
E - Strongly disagree

12. The present foreign language program very adequately meets the needs of the students in our

	school system.	A B C D E
13.	Foreign languages are a very important part of the school curriculum.	A B C D E
14.	The foreign language program in our school system is of excellent quality.	A B C D E
15.	Our foreign language program has made rapid strides over the past five years.	A B C D E
16.	A lengthy sequence (6 years) in a given foreign language is tantamount to success.	A B C D E
17.	It is educationally very sound to combine two levels of a foreign language into one class.	A B C D E
18.	Foreign language inservice workshops are very practical.	A B C D E
19.	The foreign language teaching staff have excellent preparation for teaching in their field.	A B C D E
20.	Innovative practices are used very effectively.	A B C D E
21.	Foreign language teachers are given ample time for planning and preparation for instruction.	A B C D E
22.	Supplementary materials (such as films, tapes, records, slides, books) are well coordinated with the foreign language textbooks.	A B C D E
23.	Special attention is always given to individual student differences by foreign language teachers.	A B C D E
24.	Facilities (language classrooms and language language labs) for foreign language instruction are excellent.	A B C D E
25.	Foreign language facilities are utilized to the maximum.	A B C D E
26.	Guidance procedures for enrolling students in foreign language courses are excellent.	A B C D E
27.	There is excellent communication between the guidance departments and the foreign language teaching staffs.	A B C D E
28.	Students who are successful in a foreign language at the junior high school level should	

never be grouped with beginning foreign language students in high school. A B C D E

29. Administrative support for the foreign language program is excellent. A B C D E

30. The local community is very interested in the foreign language program. A B C D E

31. An elementary foreign language program should begin on a pilot basis. A B C D E

APPENDIX D

INDIANA UNIVERSITY

Indiana Language Program *Coordinator, School Foreign Languages*

101 LINDLEY HALL • BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-5806

OFFICE OF THE DIRECTOR

June 11, 1971

Miss Sue Reynolds
Foreign Language Supervisor
Metropolitan Nashville Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Sue:

Enclosed on behalf of the three members of the Visiting Team for the Evaluation of the Foreign Language Program of the Metropolitan Nashville Schools--Albert JeKenta, F. André Paquette, and myself--is our Report.

I am extremely sorry that it has taken us somewhat longer to compose the Report than we had planned, but a good deal of the problem hinged on the U.S. Mail Service. The process we went through was as follows:

1. A preliminary draft while still in Nashville.

2. The preparation of a first draft in my office. (One copy of that report took a week to get to Andy--first class.)

3. Telephonic conferences and a second draft by each of the three members of the team.

4. Preparation of the third draft in my office for approval of the other two members. (One copy sent to Al by airmail special delivery never did show up; we then resorted to airmail registered mail and got the second copy through.)

5. Approval of the Report by all three members.

As per our earlier suggestion, I think you should plan to reproduce the reports of the data collected and discuss those various reports as an introduction to this report. We are still recommending that these reports all be handled in a small group discussion format--perhaps the teachers could be grouped according to the three regions.

The team is grateful for the arrangements which were made for the evaluation. Our work was much facilitated by the tremendous amount of thorough preparation

that preceded our entry into the evaluative process.

Sincerely yours.

Lorraine

(Miss) Lorraine A. Strasheim
Director

jw

Enclosure

cc: F. André Paquette
Albert JeKenta

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Metropolitan Public Schools

NASHVILLE-DAVIDSON COUNTY, TENNESSEE

April 26, 1971

TO:
DR. ELBERT D. BROOKS
WM. H. PATTERSON
WM. K. WRIGHT
G. H. WATERS
H. B. MCDONOUGH
MORRIS ESTES
E. M. TIPTON
MRS. GRACE BATSON
MARY SUE WHITE
RUTH MCDONALD
DR. JAMES BURNS
DR. CHARLES WATTS
DR. ED BINKLEY
MRS. DOROTHY PEASE

FROM: L. Linton Deck, Jr.
Sue Reynolds, Foreign Language Supervisor

RE: FOREIGN LANGUAGE EVALUATION

During the current school year, the foreign language program of the Metro Schools has been undergoing a system-wide evaluation, as you know.

The last phase of this evaluation will begin on Monday, May 3, 1971, when a team of three outstanding people in the field of foreign language education will visit Nashville. The three consultants are Miss Lorraine Strasheim, Director of the Indiana Language Project; Mr. André Paquette, Director of the Middlebury Language School; and Mr. Al JeKenta, Coordinator of the FLES Program in the Beverly Hills Unified School District, Beverly Hills, California.

We very much would like to provide a means by which these three evaluators can meet with all of you as a group for a brief question and answer session on Monday, May 3, 1971. In view of the tight schedule that all three of them have--and that all of us have, too--could we suggest a brief meeting at 1:30 p.m. in the Board of Education meeting room? The meeting should adjourn within forty to forty-five minutes.

How much we hope that you will be able to meet with these evaluators at that time.

Many thanks.

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EVALUATOR'S SCHEDULE

May 3, 1971

8:30 - 10:00 MEETING WITH EVALUATION COMMITTEE

-folders of data on foreign language profile to be provided

-explanation of objectives and procedures by Evaluation Committee

-question-and-answer session

10:00 - 12:00 TIME FOR ASSIMILATION OF MATERIAL

-a study room for the Evaluators to be provided

-time to be set aside to peruse information gathered from Evaluation Committee and profile packets

12:00 - 1:30 LUNCH

1:30 - 2:30 MEETING WITH ADMINISTRATORS

-question-and-answer session with an administrative committee composed of the Director of Schools, Assistant Superintendent of Instruction, Supervisor of Guidance, Supervisor of Foreign Languages, and various Area Superintendents, Resident Consultant for Secondary Education, Directors of Secondary Education, Assistant Superintendent for Staff Development (45-60 minutes maximum)

4:00 - 5:00 GENERAL MEETING WITH FOREIGN LANGUAGE TEACHERS

-introduction of Evaluators

-overview of Evaluators' plans

-Social "Hour" (coffee!)

-Dinner

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May 4 - 5

8:30 - 11:30 SCHOOL AND CLASSROOM OBSERVATION

-each Evaluator to visit two schools a day on a half-day basis

-the last 90 minutes of each visit to be spent in conference with the principals and guidance personnel and a random sampling of foreign/ non-foreign language students

May 6

8:30 - 11:30 CLOSED MEETING FOR EVALUATORS

-time to be given for Evaluators to confer and to provide preliminary evaluation of foreign language program

11:30 - 1:00 LUNCH

1:00 - 3:00 MEETING OF EVALUATORS AND SUPERVISOR OF FOREIGN LANGUAGES

3:30 - 4:00 MEETING OF EVALUATORS, SUPERVISOR OF FOREIGN LANGUAGES, EVALUATION COMMITTEE, DIRECTORS OF SECONDARY EDUCATION, ASSISTANT SUPERINTENDENT FOR INSTRUCTION, RESIDENT CONSULTANT FOR SECONDARY EDUCATION, AND CHAIRMAN OF EACH FOREIGN LANGUAGE DEPARTMENT

-Evaluators to offer a preliminary report of their findings and any pertinent recommendations